

An Integrated School Improvement Plan for

West Central Elementary  
School District #235

July 1, 2011 – June 30, 2012

# West Central Elementary



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# I. INTRODUCTION AND BACKGROUND

## I.1 SCHOOL COMMUNITY

### Boundaries

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

### School History

West Central School District is a newly consolidated district (6<sup>th</sup> year) approved by a large majority of voters in the November general elections of 2004. The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005. Pupil attendance centers were decided by the West Central School Board to be:

Pre K	Media
K – 5	Biggsville
6 – 8	Stronghurst
9 – 12	Biggsville

### School Transportation

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

### Facilities

West Central Elementary School is a relatively new facility opened in the fall of 1991. It currently serves the students in Grades K - 5<sup>th</sup>. West Central elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006. The former Science lab was divided into two classrooms during the summer of 2007. Wireless capability for technological equipment was added during the summer of 2010.

### School Community

Based on the 2010 September Fall Housing report, West Central Elementary School serves 299 families and a total of 391 students. There are 213 male students and 178 female students. Kindergarten consists of 66 students, 67 first graders, 60 second graders, 57 third graders, 72 fourth graders, and 69 fifth graders. There are four sections in each grade except third, which has three sections. The average classroom has 17 students. 58 students have an Individual Education Plan. The Individual Education Plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 49 of the 58 students receive speech services. 27 students receive instruction from Special Education teachers or have modified instructional plans. 55% of our students qualify for free or reduced lunch. Students are served by 23 classroom teachers, two full-time Special Education teachers, and three Title I teachers. Fine Arts instruction includes one Art teacher, two Music instructors (shared with the middle school and the high school), and three Physical Education instructors (two of these are also shared with the high school). One Librarian is shared between the elementary and the high school. One Speech instructor serves pre-school and elementary students needs. One school Psychologist and a school Nurse serve the needs of the district. One part-time Social Worker, Behavioral Specialist, and Occupational Therapist serves the needs of the district. A part-time Curriculum Director is employed by the district. There are ten full-time associates and six part-time Title I associates. Full-time associates serve as one-on-one aides, computer lab aide, special

education classroom aides, or Library aides. There are three full-time custodians and one-part time custodian. One maintenance position is shared with the high school. One and one-half time Technology staff support the entire technology needs of the district. Administrative services are provided by one full-time administrator and two secretaries. Food services are provided by seven cooks, which serve both the needs of the high school and elementary.

### **After School Program**

West Central School District works with an individual to provide after school care to 15 students. It utilizes classroom space and gymnasium space in the elementary facility.

## **School Strength**

- **Teacher-Pupil Ratio**

West Central Elementary has maintained a low teacher-to-pupil ratio. The average class contains 17 students. Each grade level except Third Grade has four sections, Third Grade has three.

- **Met All Requirements Under Federal Law No Child Left Behind**

West Central Elementary met all the academic requirements as determined by the State of Illinois and rules and regulations of the federal government program No Child Left Behind. The benchmark for students in March 2010 was that at least 77.5% of students in Grades 3<sup>rd</sup> – 5<sup>th</sup> would meet or exceed on the Illinois Standard Assessment Test (ISAT) in Reading and Math. The 2010 percentage of students that met the academic requirements in reading was 81.7% and math was at 93.6%.

- **Strong Emphasis On Reading**

A strong emphasis on Reading is being made in the elementary. Accelerated Reader is encouraged by all staff with quarterly reward celebrations. There are over 25,000 books in the library and most have Accelerated Reader tests. Each classroom also has a collection of books available to the students. Many staff development opportunities have occurred in the area of Language Arts. The federally funded Title I program provides additional support to the Reading program by providing support and resources to strengthen classroom instruction. Title teachers do screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction.

- **Communication With Parents**

A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to monitor from home or work, their child's lunch and breakfast accounts. Homework Hotline is available for parent call-in concerning information on assignments and upcoming events in the classroom. A new software system purchased through Renaissance Learning allows for parents to monitor progress with Accelerated Reading through the internet. The District also provides general, regular updates through the District Web Page.

- **Strong Emphasis on Math**

There is a continued strong emphasis on Math is being made in the elementary. Accelerated Math is being used in a majority of the upper classrooms which provides additional challenges and instruction to students. No Child Left Behind requirements have been met by each of the three grade levels tested for the past five years. The average of the 2008, 2009, and 2010 Illinois Standard Achievement Test is 91.2% of students meeting or exceeding state standards.

## **School Challenges**

- **Technology**

We need to continually update our technology to maintain and improve our current level of educational opportunities in the areas of Reading and Mathematics. According to the parent survey, 22% of our parents (209 survey responses) do not have a computer with internet access, at home or place of employment.

- **Scores of Students on the Illinois Standards Achievement Test**

The benchmark scores for schools meeting the requirements of No Child Left Behind continue to rise. The threshold to meet the requirements is 85% of our students and subgroups will meet or exceed in the Spring 2011, and that 92.5% of our students and subgroups will meet or exceed in Spring 2012. West Central Elementary surpassed all the requirements for the test administered in Spring 2010. Continued educational experiences need to be provided to our sub-groups in order to provide the skills necessary to meet the Illinois Learning Standards as required by No Child Left Behind rules and regulations.

- **A Difficult Economic Climate and Declining Enrollment**

The Elementary enrollment, based on the Fall Housing Report, has declined during each of the past six years, totaling 55 students over all, drop of 18 from fall 2009 to fall of 2010 . There has been a decline observed in the District as well. In the Fall of 2006, the district enrollment was at 998 students, and in December 2010, the enrollment declined to 932. The 2010 census indicates Henderson Counties’ population dropped by 10.4%, from 8213 people to 7331 people. Additionally, difficult funding issues faced by the State of Illinois will result in limited financial resources for the school district, impacting us for several years.

## **I.2 SCHOOL IMPROVEMENT TEAM**

School Improvement Team members are volunteers. Each member will serve a minimum of three years. Following the initial term, members will be replaced on a rotation schedule. New members will also be volunteers.

**Table 1: School Improvement Team**

<b>TEAM MEMBER</b>	<b>POSITION</b>	<b>ROLE</b>	<b>LENGTH OF SERVICE</b>	<b># OF YEARS ON TEAM</b>
Mr. Dale Buss	Principal	Team Member	Constant	6
Mrs. Laura Lewis	Special Education	Team Member	2008 - 2011	3
Mrs. Emily Klossing	2 <sup>nd</sup> Grade	Team Member	2009-2012	2
Mrs. Jesse Winters	Title I	Team Member	2009-2012	2
Mrs. Charlotte Ackermann	Kindergarten	Team Member	2010 - 2013	1
Mrs. Lynn Ragar	3 <sup>rd</sup> Grade	Team Member	2006 - 2009 2010 - 2013	4
Mrs. Julie Ricketts	4 <sup>th</sup> Grade	Team Member	2010 – 2013	1

Sub-committees organized to support the School Improvement Leadership Team are:

- Parent Survey – Mrs. Ackermann, Mrs. Ingles, Mrs. Meier, Mrs. Smith,
- Staff Survey – Mrs. Courtois, Mrs. Lewis, Mr. Ricketts, Mrs. Schneider, Mrs. Thomas
- Open House/School Kick Off – Mr. Buss, Ms. Johnson, Mrs. Lafary, Mrs. Ragar, Mr. Ricketts, Mrs. Thomas, Mrs. Wetterling,
- Movie Night/Family Literacy - Mrs. Ackermann, Mr. Buss, Mrs. Ford, Mr. Hart, Mrs. Neira, Mrs. Todd, Mrs. Wolf,
- PTC – Mrs. Neira, Mrs. Nelson, Mrs. Scott, Mrs. Thompson, Mrs. Todd, Mrs. Winters
- PBIS - Mrs. Carnes, Mrs. Ford, Mrs. Kelly, Mrs. Lewis, Mrs. Mills, Mrs. Ricketts, Mrs. Thompson, Mrs. Wolf
- Public Relations – Mr. Burrell, Ms. Hicks, Mrs. Mills, Mrs. Scott
- Parent Reading - Mrs. Hennenfent, Mrs. Klossing, Ms. Messner, Mrs. Wright

### **Response to Intervention Team**

- Mr. Buss, Ms. Cabrera, Mrs. Hennenfent, Mrs. Lafary, Mrs. Wright

### **Teacher Assistant Team**

- Ms. Jennings, Mrs. Lumbeck, Ms. Messner, Mr. Ricketts, Mrs. Winters

### I.3 OTHER INFORMATION

In June of 2008, our school district was affected by major flooding. 27,000 acres of Henderson County were flooded and major highways, as well as local roads, were unusable for an extended period of time. Several communities in the district were affected by the flood requiring evacuation thus resulting in displacement of students and their families. 40 students lost their permanent residence and have been designated as homeless. Families and businesses in the school community have been economically disadvantaged by the closure of major roadways through the county. Over seven million dollars was released in the fall of 2010 by the federal government to purchase properties in a buy out that have been impacted by the 2008 flooding.

### I.4 NO CHILD LEFT BEHIND

No Child Left Behind (NCLB) became a federal law on January 8, 2002. The act reauthorizes the Elementary and Secondary Education Act of 1964. This reform set standards for student achievement and holds students and educators accountable for results. No Child Left Behind is designed to help all students meet high academic standards. States disaggregate data for students by poverty, race/ethnicities, disabilities, and limited English proficiencies to ensure that no child – regardless of his or her background – is left behind. The State of Illinois has established benchmark goals that increase each year (defined as Adequate Yearly Progress) for reading and math, and this is measured by the Illinois Standards Achievement Test (ISAT) for Grades 3-8, and the ACT/Prairie State Test for Grade 11.

- Goal for Spring of 2011—85% of students meet or exceed
- Goal for Spring of 2012—92.5% of students meet or exceed
- Goal for Spring of 2013—92.5% of students meet or exceed
- Goal for Spring of 2013—100% of students meet or exceed

## II. DATA COLLECTION, ORGANIZATION AND TRENDS

### II.1 DATA COLLECTION METHODS

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for fall parent/teacher conferences. School report cards and the fall housing reports were used to obtain data that had been reported to the state. ISEL is a Reading assessment used with Grades K, 1<sup>st</sup> and 2<sup>nd</sup>. ISAT is the state assessment used to assess student progress in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grades in the areas of Reading, Math, and 4<sup>th</sup> Grade in Science. STAR Reading is used to assess instructional Reading level in 1<sup>st</sup> - 5<sup>th</sup> Grade. Exit Outcomes for each grade level are used as a reference document.

**Table 2:**

**Data Collection Methods**

06 - 10 Methods

TYPE	NUMBER	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	1	Parent	Oct 06	140	To survey parent attitudes
			Oct 07	127	
			Oct 08	133	
			Nov 09	95	
			Oct 10	209	
Staff Survey	1	Staff	Jan 07	44	To survey staff attitudes
			Jan 08	32	
			Jan 09	78	
			Nov 09	54	
Staff Observations	11	Observations based on Tables	Fall 06		To interpret data
			Fall 07		
			Fall 08		
			Fall 09		
			Winter 10		
Documents	3	School Report Cards Fall Housing	Fall 06		To compare school data
			Fall 07		
			Fall 08		

		Report Exit Outcomes	Fall 09 Fall 10		
<b>Formal Assessments</b>	3	ISAT ISEL STAR Reading Aimsweb	Mar 06 - 10 Fall/Spring 05 - 10 Fall/Spring 06 - 10 Fall/Spring 09-10	100% 100% 100% 100%	To assess academic progress

## II.2 DISTRICT ASSESSMENT DATA

**Table 3:**

### **District ISAT/PSAE/ACT Profile West Central CUSD #235**

% of students who meet or exceed standards

	<b>West Central 2006</b>	<b>West Central 2007</b>	<b>West Central 2008</b>	<b>West Central 2009</b>	<b>West Central 2010</b>	<b>West Central 2011</b>
<b>AYP set by NCLB</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>	<b>85%</b>
<b>3rd Grade – All</b>						
<b>Reading</b>	65%	62%	69%	70%	84%	
<b>Math</b>	89%	86%	84%	82%	93%	
<b>Writing</b>				52%	44%	
<b>4<sup>th</sup> Grade – All</b>						
<b>Reading</b>	79%	74%	79%	81%	75%	
<b>Math</b>	91%	91%	96%	95%	93%	
<b>Science</b>	92%	83%	87%	91%	82%	
<b>5<sup>th</sup> Grade – All</b>						
<b>Reading</b>	74%	79%	79%	72%	85%	
<b>Math</b>	86%	90%	92%	88%	93%	
<b>Writing</b>		42%	43%	70%	67%	
<b>6<sup>th</sup> Grade – All</b>						
<b>Reading</b>	81%	75%	95%	79%	77%	
<b>Math</b>	80%	76%	91%	81%	91%	
<b>Writing</b>			63%	66%	68%	
<b>7<sup>th</sup> Grade – All</b>						
<b>Reading</b>	68%	76%	76%	86%	77%	
<b>Math</b>	76%	81%	79%	89%	82%	
<b>Science</b>	81%	91%	85%	89%	81%	
<b>8<sup>th</sup> Grade – All</b>						
<b>Reading</b>	75%	74%	82%	84%	82%	
<b>Math</b>	65%	65%	75%	81%	82%	
<b>Writing</b>		61%	67%	60%	69%	
<b>11<sup>th</sup> Grade – All</b>						
<b>Reading</b>	52%	46%	57%	39%	51%	
<b>Math</b>	35%	31%	36%	28%	36%	
<b>Writing</b>			54%	44%	53%	
<b>Science</b>	43%	45%	47%	35%	45%	
<b>ACT Summary</b>						
<b>Composite</b>	17.9	18.4	18.9	17.7	19.0	
<b>English</b>	17.1	18.5	18.6	17.0	18.7	
<b>Math</b>	17.5	17.3	17.7	16.9	18.6	
<b>Reading</b>	18.0	18.5	19.3	18.2	19.1	
<b>Science Reasoning</b>	18.5	18.8	19.0	18.0	19.0	
<b>Percent Test ACT</b>	100%	100%	100%	98.6%	97.4%	

## Observations for 2010 - 2011

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 06 to 77.5% meeting or exceeding in 2010.
- All 3<sup>rd</sup> - 8<sup>th</sup> Grades tested met Adequate Yearly Progress each year in Math as determined by No Child Left Behind.
- The percentage of students that meet or exceed in 3<sup>rd</sup> Grade Reading has improved by 19% points during the last five years.
- The percentage of students that meet or exceed in 3<sup>rd</sup> Grade Math has increased by 11% points from 2009 to 2010.
- 44% of the 3<sup>rd</sup> Grade Writing scores met state expectations in 2010.
- The percentage of students that meet or exceeded in 4<sup>th</sup> Grade reading has declined by 4% points in the last three years.
- The percentage of students that meet or exceeded in 4<sup>th</sup> Grade math has declined by 3% points in the last three years.
- The percentage of students that meet or exceeded in 4<sup>th</sup> Grade science has declined by 5% points in the last three years.
- The percentage of students that meet or exceed 5<sup>th</sup> Grade Reading scores improved by 13% points from the preceding year.
- The percentage of students that meet or exceed on the 5<sup>th</sup> Grade Math scores improved by 5% points from the preceding year.
- The percentage of students that meet or exceed on the 5<sup>th</sup> Grade Writing scores declined by 3% points from the preceding year, but has improved by 25% points over the last 4 years.
- Students that were assessed in 3<sup>rd</sup> Grade in 2009, then again in 4<sup>th</sup> Grade, improved the percentage that met or exceeded in the Reading scores by 5% points.
- Students that were assessed in 3<sup>rd</sup> Grade in 2009, then again in 4<sup>th</sup> Grade in 2010, improved the percentage that met or exceeded in the Math scores by 11% points.
- Students that were assessed in 4<sup>th</sup> Grade in 2009, then again in 5<sup>th</sup> Grade in 2010, improved in the percentage that met or exceeded Reading scores by 4% points.
- Students that were assessed in 4<sup>th</sup> Grade in 2009, then again in 5<sup>th</sup> Grade in 2010, experienced a decline in the percentage that met or exceeded Math scores by 2% points.
- Students that were assessed in 5<sup>th</sup> Grade in 2009, then again in 6<sup>th</sup> Grade in 2010, experienced an increase in Reading scores by 5% points.
- Students that were assessed in 5<sup>th</sup> Grade in 2009, then again in 6<sup>th</sup> Grade in 2010, experienced an increase in the percentage that met or exceeded Math scores by 3% points.
- Students that were assessed in 6<sup>th</sup> Grade in 2009, then again in 7<sup>th</sup> Grade in 2010, experienced a decline in the percentage that met or exceeded Reading scores by 2% points.
- Students that were assessed in 6<sup>th</sup> Grade in 2009, then again in 7<sup>th</sup> Grade in 2010, experienced an increase in the percentage that met or exceeded Math scores by 1% point.
- Students that were assessed in 7<sup>th</sup> Grade in 2009, then again in 8<sup>th</sup> Grade in 2010, decreased the percentage that met or exceeded Reading scores by 4% points.
- Students that were assessed in 7<sup>th</sup> Grade in 2009, then again in 8<sup>th</sup> Grade in 2010, decreased the percentage that met or exceeded Math scores by 7% points.
- In 2010-2011, the percentage of students that meet or exceed in Reading and Math in Grades 3<sup>rd</sup> – 8 must increase to 85% to meet Federal AYP requirements.



## II.2A: SCHOOL BASED ASSESSMENT DATA

Table 4A:

**ISAT**  
**All Students**  
**ADEQUATE YEARLY PROGRESS DATA**  
**BASED ON ISAT MEETS and EXCEEDS**  
**West Central CUSD #235**

State average percentages for comparable groups are the second number

	2006 WC/State Avg.	2007 WC/State Avg.	2008 WC/State Avg.	2009 WC/State Avg.	2010 WC/State Avg.	2011 WC/State Avg.
<b>Adequate Yearly Progress Goals</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>	<b>85%</b>
<b>3<sup>rd</sup> Grade – All</b>						
Reading	65%/89%	62%/73%	69%/72%	70%/72%	84%/74%	
Math	89%/86%	86%/87%	84%/85%	82%/85%	93%/86%	
Writing				52%/62%	44%/64%	
<b>4<sup>th</sup> Grade – All</b>						
Reading	79%/73%	75%/74%	79%/73%	81%/74%	75%/74%	
Math	91%/85%	91%/86%	96%/85%	95%/86%	93%/86%	
Science	92%/80%	83%/80%	87%/76%	91%/77%	82%/77%	
<b>5<sup>th</sup> Grade – All</b>						
Reading	74%/68%	79%/70%	79%/74%	72%/74%	85%/75%	
Math	86%/79%	90%/83%	92%/81%	88%/83%	93%/83%	
Writing		42%/50%	43%/55%	70%/54%	67%/55%	

### Observations for 2010 – 2011

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 06 to 77.5% meeting or exceeding in 2010.
- Adequate Yearly Progress percentage requirements have increased by 7.5 points each year.
- The state average in reading was below the state requirements to meet the federal requirements in reading as required by No Child Left Behind in all three grade levels.
- Grades 3 and 5 exceeded the benchmark in reading in 2010.
- All three grades exceeded the benchmarks in math in 2010.
- The number of 4<sup>th</sup> Grade students that met or exceeded for science in 2010 was 4 1/2% points higher than the state average
- In 2009, five out of the nine areas tested exceeded the state average.
- In 2010, 8 of the 9 areas tested exceeded the state average.
- The percentage of students that met or exceeded all Math scores have exceeded the state average for five consecutive years.
- The percentage of students that met or exceeded all 4<sup>th</sup> Grade scores have exceeded the state average for five consecutive years.
- Students that were assessed in 3<sup>rd</sup> Grade in 09, then again in 4<sup>th</sup> Grade in 2010, improved the percentage of students that met or exceeded Reading scores by 5% points.
- Students that were assessed in 3<sup>rd</sup> Grade in 09, then again in 4<sup>th</sup> Grade in 2010, improved the percentage of students that met or exceeded Math scores by 11% points.
- Students that were assessed in 4<sup>th</sup> Grade in 09, then again in 5<sup>th</sup> Grade in 2010, had an increase in the percentage of students that met or exceeded in Reading scores by 4% points.
- Students that were assessed in 4<sup>th</sup> Grade in 09, then again in 5<sup>th</sup> Grade in 2010, had a decrease in the percentage of students that met or exceeded Math scores by 2% points.
- The percentage of students that met or exceeded 3<sup>rd</sup> Grade Reading scores improved for the fourth consecutive year.
- The percentage of students that met or exceeded 3<sup>rd</sup> Grade Math scores increased by 11% points.
- The percentage of students that met or exceeded all 4<sup>th</sup> Grade test scores over the past five years exceeded the state average.

- There was a decline of 3% points in the number of students that met or exceeded in the 5<sup>th</sup> Grade Writing scores from the previous year.
- There was a decline of 8% points in the number of students that met or exceeded in the 3rd Grade Writing scores from the previous year.
- The percentage of students that met or exceeded Math scores is consistently higher than Reading scores in all three grades.
- The percentage of students that met or exceeded 3<sup>rd</sup> Grade Writing scores is higher in the first year tested as compared to the percentage of students that met or exceeded 5<sup>th</sup> Grade Writing scores the first year that 5<sup>th</sup> Grade was tested.
- The percentage of students that met or exceeded 5<sup>th</sup> Grade Writing scores have exceeded the state average for two consecutive years.

**Table 4B:**

**ISAT  
Special Education and Low Income Subgroup  
Adequate Yearly Progress Data**

State average percentages for comparable groups are the second number

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Adequate Yearly Progress Goals</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>
<b>3rd Grade</b>					
Reading – Low Inc/Non-Low Inc	59%/70%	58%/65%	53%/81%	76%/63%	83%/86%
Reading – IEP/Non-IEP	17%/74%	43%/67%	23%/79%	46%/75%	63%/87%
Math – Low Income/Non-Low Inc	84%/93%	84%/88%	78%/90%	80%/84%	91%/96%
Math – IEP/Non IEP	58%/94%	71%/90%	46%/93%	61%/86%	75%/95%
<b>4<sup>th</sup> Grade</b>					
Reading – Low Inc/Non- Low Inc	63%/91%	73%/78%	79%/79%	66%/93%	73%/77%
Reading – IEP/Non-IEP	50%/86%	7%/89%	62%/83%	59%/86%	50%/81%
Math – Low Inc/Non-Low Inc	84%/95%	95%/88%	93%/98%	91%/98%	90%/97%
Math – IEP/Non-IEP	56%/100%	54%/99%	77%/100%	83%/97%	93%/93%
Science – Low Inc/Non-Low Inc	84%/98%	82%/85%	82%/91%	84%/95%	81%/83%
Science - IEP/Non-IEP	75%/97%	46%/91%	62%/93%	75%/94%	57%/88%
<b>5<sup>th</sup> Grade</b>					
Reading – Low Inc/Non-Low Inc	69%/78%	50%/98%	79%/78%	69%/76%	74%/93%
Reading – IEP/Non-IEP	32%/87%	33%/90%	14%/91%	54%/76%	71%/86%
Math – Low Inc/Non-Low Inc	77%/92%	77%/98%	94%/90%	91%/85%	97%/91%
Math – IEP/Non-IEP	63%/93%	53%/98%	64%/97%	77%/91%	86%/94%

**Observations 2010 – 2011**

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 77.5%.
- In 6 of the 7 areas tested, from 3<sup>rd</sup> - 5<sup>th</sup> Grade, the percentage of students that met or exceeded low income scores were lower than non-low income scores.
- The average percent of Special Education students in the seven areas who met or exceeded in 2009-2010 was 71%, compared with 65% in 08 - 09, 50% in 07 - 08 and 44 % in 06 - 07. This is an increase by 27 percentage points in 4 years.
- In 5<sup>th</sup> Grade Reading, the low income student's percentage that met or exceeded was 97% versus 91% of the non low income, a difference of 6 percentage points.
- Out of the 28 subgroup areas tested, 16 areas would have met the new 2011 target No Child Left Behind score of 85% of students meeting or exceeding.
- From 2008 to 2010, the smallest difference between math low income scores and non low income scores is 4 percentage points. The largest gap is 12 percentage points.
- From 2008 to 2010, the smallest difference between reading low income scores and non low income scores is 1 percentage point. The largest gap is 28 percentage points.
- 
- In 3<sup>rd</sup> Grade Reading, the non-low income students improved from 63% meeting or exceeding in 08-09 to 86% meeting or exceeding in 2009-2010, a 23% points difference.
- In 3<sup>rd</sup> Grade Reading, non low income student scores exceeded low income scores every year from 2006 to 2010 except one year-2009.

- In 3<sup>rd</sup> Grade Math, non low income student scores exceeded low income scores every year from 2006 to 2010.
- In 4<sup>th</sup> Grade Reading, non low income student scores exceeded low income scores every year from 2006 to 2010 except one year-2008.
- In 4<sup>th</sup> Grade Math, non low income student scores exceeded low income scores every year from 2006 to 2010 except one year-2007.
- In 4<sup>th</sup> Grade Science, non low income student scores exceeded low income scores every year from 2006 to 2010.
- In 4<sup>th</sup> Grade Math in 2010, both the IEP and non-IEP students scored the same, 93% meeting or exceeding.
- The percentage of 4<sup>th</sup> Grade IEP students who met or exceeded standards in Science has declined from 75% in 08-09 to 57% in 2009-2010.
- The percentage of 4<sup>th</sup> Grade IEP students who met or exceeded standards in Math has increased in each of the last 4 years from 54% to 93%.
- The percentage of 4<sup>th</sup> Grade students that met or exceeded in Science decreased in all subgroups from 08-09 to 2009-2010.
- The percentage of 5<sup>th</sup> Grade IEP students that met or exceeded in Math, has increased in the last 4 years from 53% to 86%.
- All scores in 5<sup>th</sup> Grade increased when comparing scores from 2009 to 2010.
- In 5<sup>th</sup> Grade Reading, non low income student scores exceeded low income scores every year from 2006 to 2010 except one year-2008.
- In 5<sup>th</sup> Grade Math, non low income student scores exceeded low income scores only in 2006 and 2007.
- In 2010, the students in the 5<sup>th</sup> Grade IEP group improved their reading scores from 23% meeting or exceeding in 3<sup>rd</sup> Grade, to 71% meeting or exceeding in 5<sup>th</sup> Grade, an improvement of 48% points.
- In 2010, the students in the 5<sup>th</sup> Grade IEP group improved their math scores from 46% meeting or exceeding in 3<sup>rd</sup> Grade, to 86% meeting or exceeding in 5<sup>th</sup> Grade, an improvement of 40% points.

**Table 4C:**

**ISAT  
Gender Subgroups  
Percentages of Students That Meet or Exceed**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Adequate Yearly Progress Goals</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>
<b>Reading</b>					
Male Students	65%	65%	66%	70%	76%
Female Students	80%	79%	85%	82%	87%
<b>Math</b>					
Male Students	85%	87%	91%	90%	90%
Female Students	91%	90%	90%	87%	96%
<b>Science</b>					
Male Students	87%	82%	90%	92%	82%
Female Students	97%	85%	85%	89%	81%
<b>Writing</b>					
Male Students				45%	49%
Female Students				74%	63%

**Observations for 2010 – 2011 on gender groups at the building level**

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- In 2010, all reading, math, and science scores were above the 77.5% No Child Left Behind threshold, except male reading at 76%.
- From 2006 - 2010, the percentage of male students that met or exceeded in Reading increased by 11% points.
- From 2006 - 2010, the percentage of female students that met or exceeded in Reading increased by 7% points.
- From 2006 - 2010, the percentage of male students that met or exceeded in Math increased by 5% points.

- From 2006 - 2010, the percentage of female students that met or exceeded in Math decreased by 5% points.
- From 2009 - 2010, the percentage of male students that met or exceeded in Science decreased by 10% points.
- From 2006 - 2010, the percentage of female students that met or exceeded in Science decreased by 8% points.
- In 2010, the percentage of female students that met or exceeded in Reading was higher than the percentage of males that met or exceeded by 11% points.
- In 2010, the percentage of female students that met or exceeded in Writing was higher than the percentage of males that met or exceeded by 14% points.
- From 2006 - 2010, there was an decrease of 5% points in male Science scores that met or exceeded.
- In 2010, the percentage of female students that met or exceeded in math was higher than the percentage of male students that met or exceeded by 6% points.
- From 2008 to 2010, a greater percentage of males met or exceeded in Science than females.
- In 2008 and 2009, a greater percentage of males met or exceeded in Math than females.

**Table 4D:**

**ISAT Gender Subgroup Scores  
Female**

Data shows % of students who MEETS or EXCEEDS on ISAT (State Average)

	<b>2006 WC Female</b>	<b>2007 WC Female</b>	<b>2008 WC Female</b>	<b>2009 WC Female</b>	<b>2010 WC Female</b>	<b>2011 WC Female</b>
<b>Adequate Yearly Progress Goals</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>	<b>85%</b>
<b>3<sup>rd</sup> Grade</b>						
Reading	78%/75%	68%/86%	79%/76%	81%/76%	89%/77%	
Math	92%/86%	83%/87%	82%/85%	81%/85%	97%/86%	
<b>4<sup>th</sup> Grade</b>						
Reading	84%/78%	82%/77%	85%/77%	81%/77%	81%/77%	
Math	95%/86%	91%/87%	95%/85%	95%/87%	91%/87%	
Science	97%/80%	85%/80%	85%/76%	89%/77%	81%/77%	
<b>5<sup>th</sup> Grade</b>						
Reading	76%/72%	88%/74%	90%/77%	83%/77%	89%/79%	
Math	88%/79%	98%/84%	93%/82%	85%/84%	100%/84%	

**Observations 2010 - 2011 on females by grade level**

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- The 3<sup>rd</sup> Grade Reading percentage of students that met or exceeded has been above the state average for 4 of the past 5 years.
- The 3<sup>rd</sup> Grade Math percentage of students that met or exceeded is below the state average 4 out of 5 years.
- The 4<sup>th</sup> Grade Reading percentage of students that met or exceeded has been above the state average all 5 years.
- The 4<sup>th</sup> Grade Math percentage of students that met or exceeded has been above the state average for 5 years.
- The 4<sup>th</sup> Grade Science percentage of students that met or exceeded has been above the state average for 5 years.
- The 5<sup>th</sup> Grade Reading percentage of students that met or exceeded has been above the state average for 5 years.
- The 5<sup>th</sup> Grade Math percentage of students that met or exceeded has been above the state average for the past 5 years.
- 3<sup>rd</sup> Grade Math percentage of students that met or exceeded increased by 16 percentage points from the preceding year.
- 3<sup>rd</sup> Grade Reading percentage of students that met or exceeded has increased each of the past 4 years.
- In 2010, all of the 5<sup>th</sup> Grade females met or exceeded in math.
- The average for the last 3 years, the percentage of female students that met or exceeded in 4<sup>th</sup> Grade Math have increased an average of 12% points from their 3<sup>rd</sup> Grade year.

**Table 4E:****ISAT Gender Subgroup Scores****Male**

Data shows % of students who MEETS or EXCEEDS on ISAT (State Average)

	<b>2006 WC Male</b>	<b>2007 WC Male</b>	<b>2008 WC Male</b>	<b>2009 WC Male</b>	<b>2010 WC Male</b>	<b>2011 WC Male</b>
<b>Adequate Yearly Progress Goals</b>	<b>47.5%</b>	<b>55%</b>	<b>62.5%</b>	<b>70%</b>	<b>77.5%</b>	<b>85%</b>
<b>3<sup>rd</sup> Grade</b>						
Reading	54%/67%	55%/69%	59%/67%	61%/67%	78%/74%	
Math	86%/85%	90%/77%	86%/85%	83%/85%	88%/86%	
<b>4<sup>th</sup> Grade</b>						
Reading	73%/68%	68%/71%	71%/70%	82%/70%	95%/86%	
Math	87%/84%	90%/86%	97%/84%	95%/85%	93%/86%	
Science	87%/79%	82%/80%	90%/76%	92%/77%	82%/77%	
<b>5<sup>th</sup> Grade</b>						
Reading	73%/65%	69%/66%	68%/70%	57%/70%	81%/71%	
Math	85%/78%	81%/81%	91%/81%	93%/81%	86%/82.4%	

**Observations for 2010 – 2011 on males by grade level**

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- The 3<sup>rd</sup> Grade Math percentage of students that met or exceeded has been above the state average 4 out of 5 years.
- The 4<sup>th</sup> Grade Reading percentage of students that met or exceeded has been above the state average 4 out of 5 years.
- The 4<sup>th</sup> Grade Math percentage of students that met or exceeded has been above the state average for 5 years.
- The 4<sup>th</sup> Grade Science percentage of students that met or exceeded has been above the state average for 5 years.
- The 4<sup>th</sup> Grade Science percentage of students that met or exceeded decreased by 10 percentage points from the preceding year.
- The 5<sup>th</sup> Grade Reading percentage of students that met or exceeded has been above the state average 3 out of 5 years.
- The 5<sup>th</sup> Grade Math percentage of students that met or exceeded has been at or above the state average for 5 years.
- The percentage of students that met or exceeded in 5<sup>th</sup> Grade Reading increased by 24 percentage points from the preceding year.
- The percentage of students that met or exceeded 3<sup>rd</sup> Grade Reading has increased each of the past 5 years and by 17 percentage points when compared to the preceding year.
- The percentage of students that met or exceeded 4<sup>th</sup> Grade increased by 34% points from their 3<sup>rd</sup> Grade Reading assessment.
- The percentage of students that met or exceeded 4<sup>th</sup> Grade increased by 10% points from their 3<sup>rd</sup> Grade Math assessment.
- 2010 was the first year that the 3<sup>rd</sup> Grade scored above the state average in reading.
- The average state scores in reading for 3<sup>rd</sup> and 5<sup>th</sup> Grade did not meet the state average to meet federal No Child Left Behind averages.
- There is a 24 percentage point increase average for the past three years for students as they move from 3<sup>rd</sup> Grade Reading meeting or exceeding to 4<sup>th</sup> Grade meeting or exceeding in reading.
- The 4<sup>th</sup> Grade Reading state average for four straight years average approximately 70 of 4<sup>th</sup> Grade students meeting or exceeding and then in 2010 increased to 86% meeting or exceeding.

**Table 4F:**

**2010 – 2011**  
**1st Quarter Report Card Grades**  
**3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade**

**3<sup>rd</sup> Grade** - 57 Students Total: 44% of the 3<sup>rd</sup> Grade are boys and 56% of the 3<sup>rd</sup> Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>A's</b>	19	19	19	20	23	26	22	26	25	29	108	118
<b>B's</b>	7	8	6	6	4	3	5	3	1	1	23	22
<b>C's</b>	1	2	3	2		1		1	1		5	6
<b>D's</b>				2								2
<b>F's</b>		1										1
											136	149

**4<sup>th</sup> Grade** - 73 Students Total: 51% of the 4<sup>th</sup> Grade are boys and 49% of the 4<sup>th</sup> Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>A's</b>	21	22	29	30	25	25	24	27	31	29	130	133
<b>B's</b>	14	11	8	4	10	8	13	9	6	6	51	38
<b>C's</b>	1	2		2	1	2					2	6
<b>D's</b>												
<b>F's</b>												
											183	177

**5<sup>th</sup> Grade** -69 Students Total: 53% of the 5<sup>th</sup> Grade are boys and 47% of the 5<sup>th</sup> Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>A's</b>	22	22	20	25	16	18	24	27	20	19	102	111
<b>B's</b>	10	7	10	5	17	11	13	4	12	10	62	37
<b>C's</b>	4	1	6		3	1			5	2	19	4
<b>D's</b>												
<b>F's</b>												
											183	152

**2010 - 2011 Observations**

- In 10-11, there were 980 grades issued in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade for the first quarter.
- 3<sup>rd</sup> Grade Science and Social Studies grades were calculated with letter grades during 10-11.
- In 10-11, 1 grade was issued that was an F, which meant 99.9% of the grades were passing.
- In 10-11, 702 out of 912 grades were A's.
- In 10-11, 96% of the 3<sup>rd</sup> Grade boys received A's and B's in reading, with 70% of the grades an A.
- In 10-11, 90% of the 3<sup>rd</sup> Grade girls received A's and B's in reading, with 63% of the grades an A.
- In 10-11, 100% of the 3<sup>rd</sup> Grade boys received A's and B's in math, with 85% of the grades an A.
- In 10-11, 97% of the 3<sup>rd</sup> Grade girls received A's and B's in math, with 87% of the grades an A.
- In 10-11, 97% of the 4<sup>th</sup> Grade boys received A's and B's in reading, with 58% of the grades an A.
- In 10-11, 94% of the 4<sup>th</sup> Grade girls received A's and B's in reading,, with 63% of the grades an A.
- In 10-11, 97% of the 4<sup>th</sup> Grade boys received A's and B's in math, with 69% of the grades an A.
- In 10-11, 94% of the 4<sup>th</sup> Grade girls received A's and B's in math, with 71% of the grades an A.
- In 10-11, 89% of the 5<sup>th</sup> Grade boys received A's and B's in reading, with 61% of the grades an A.
- In 10-11, 96% of the 5<sup>th</sup> Grade girls received A's and B's in reading, with 73% of the grades an A.
- In 10-11, 92% of the 5<sup>th</sup> Grade boys received A's and B's in math, with 44% of the grades an A.
- In 10-11, 97% of the 5<sup>th</sup> Grade girls received A's and B's in math, with 60% of the grades an A.
- In 10-11, 3<sup>rd</sup> Grade had the highest percentage of students receiving and A, 5<sup>th</sup> Grade had the lowest percentage of students receiving an A.

# ISEL

The ISEL test is a multifaceted K, 1<sup>st</sup> and 2<sup>nd</sup> Grade classroom-based Reading inventory. It is based on scientific Reading research and sound classroom practice and is administered to students individually. It reflects the National Standards for Reading, the Illinois Reading Standards, and is linked to the overall goals of the Illinois Reading Initiative. The ISEL provides information for classroom instructional planning, identifies students who may need an early reading intervention program, and furnishes pre- and post-assessment data to judge student progress.

**Table 4G:**

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

Kindergarten Scores – WC Kgt class average is given first and the state’s target score is listed second

	<b>Letter Recog</b>	<b>Story Listen</b>	<b>Phone Aware</b>	<b>Match Word</b>	<b>Letter Sound</b>	<b>Develop Spell</b>	<b>Word Recog</b>	<b>Vocab</b>	<b>Passage Rdg</b>	<b>Fluency</b>
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
<b>Fall 2005</b>	24/35	12/14	4/6	3/4	4/9					
<b>Fall 2006</b>	26/35	13/14	5/6	5/4	4/9					
<b>Fall 2007</b>	30/35	14/14	6/6	5/4	7/9					
<b>Fall 2008</b>	28/35	14/14	4/6	3/4	5/9					
<b>Fall 2009</b>	47/35	16/14	9/6	6/4	15/9					
<b>Fall 2010</b>	29/35	13/14	5/6	3/4	6/9					
<b>Spring 2006</b>	49/52	16/15	9/9	8/8	19/19	15/14	5/7	9/9	6/5	
<b>Spring 2007</b>	53/52	18/15	10/9	9/8	24/19	19/14	11/7	8/9	10/5	
<b>Spring 2008</b>	52/52	17/15	9/9	9/8	24/19	19/14	11/7	8/9	10/5	
<b>Spring 2009</b>	53/52	19/15	10/9	9/8	25/19	20/14	13/7	10/9	11/5	
<b>Spring 2010</b>	52/52	17/15	9/9	8/8	23/19	19/14	10/7	9/9	9/5	

1<sup>st</sup> Grade Scores – WC 1<sup>st</sup> Grade average is given first and state’s target score is listed second

	<b>Letter Recog</b>	<b>Story Listen</b>	<b>Phone Aware</b>	<b>Match Word</b>	<b>Letter Sound</b>	<b>Develop Spell</b>	<b>Word Recog</b>	<b>Vocab</b>	<b>Passage Rdg</b>	<b>Fluency</b>
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
<b>Fall 2005</b>	50/53	16/17	8/10	8/9	20/20	16/15	10/11	7/9	7/3	
<b>Fall 2006</b>	49/53	16/17	7/10	7/9	18/20	14/15	9/11	9/9	7/3	
<b>Fall 2007</b>	52/53	17/17	9/10	8/9	23/20	17/15	13/11	10/9	9/3	
<b>Fall 2008</b>	52/53	17/17	9/10	8/9	23/20	18/15	14/11	10/9	11/3	
<b>Fall 2009</b>	52/53	19/17	9/10	8/9	24/20	18/15	14/11	9/9	11/3	
<b>Fall 2010</b>	52/53	17/17	9/10	8/9	23/20	17/15	13/11	9/9	10/3	

<b>Spring 2006</b>	54/54	19/18	10/10	9/9	25/25	24/23	19/21	12/10	17/16	54/64
<b>Spring 2007</b>	53/54	19/18	9/9	26/25	24/23	24/23	19/21	11/10	17/16	62/64
<b>Spring 2008</b>	53/54	18/18	10/10	9/9	25/25	24/23	19/21	10/10	17/16	61/64
<b>Spring 2009</b>	54/54	20/18	10/10	9/9	26/25	24/23	21/21	11/10	18/16	78/64
<b>Spring 2010</b>	54/54	20/18	10/10	9/9	26/25	25/23	22/21	11/10	19/16	76/64

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

	<b>Spelling</b>	<b>Word Recognition</b>	<b>Fluency</b>	<b>Extended Response</b>	<b>Passage Accuracy</b>	<b>Comprehend</b>	<b>Vocabulary</b>
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
<b>Fall 2005</b>	3/4	11/15	57/74	8/13	82/96	5/7	6/9
<b>Fall 2006</b>	3/4	11/15	58/74	6/13	70/96	5/7	8/9
<b>Fall 2007</b>	3/4	11/15	61/74	7/13	71/96	5/7	8/9
<b>Fall 2008</b>	4/4	12/15	64/74	10/13	81/96	6/7	9/9
<b>Fall 2009</b>	4/4	12/15	75/74	7/13	81/96	6/7	9/9
<b>Fall 2010</b>	4/4	11/15	68/74	7/13	77/96	6/7	9/9
<b>Spring 2006</b>	5/5	18/20	83/99	8/6	93/98	8/7	11/11
<b>Spring 2007</b>	5/5	18/20	94/99	9/6	96/98	12/7	14/11
<b>Spring 2008</b>	6/5	18/20	101/99	11/6	96/98	8/7	11/11
<b>Spring 2009</b>	5/5	19/20	107/99	17/6	97/98	10/7	12/11
<b>Spring 2010</b>	7/5	21/20	114/99	15/6	98/98	9/7	12/11

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

- In Spring 2010, Kindergarten is at or above the state average in all areas.
- In Spring 2010, First Grade scores are at or above the state average in all areas.
- In Spring 2010 to Fall of 2010 (K-1), six areas remained constant while two areas increased and one area decreased.
- From the Spring of 2006 to the Spring of 2010, 2<sup>nd</sup> Grade fluency has increased from 57 words per minute to 114 words per minute, an increase of 57 words per minute.
- In Spring 2010, First Grade spelling increased by 1 point from 2009.
- In Spring 2010, 2<sup>nd</sup> Grade average is equal to or above the state average in all areas.
- In Spring 2010, 2<sup>nd</sup> Grade is 7 points higher than Spring 2009 and 15 points higher than the state average in fluency.
- From Fall 2009 to Spring 2010, 2<sup>nd</sup> Grade improved in every area.

### **Star Reading Assessments**

Star Reading assessments are a computerized program designed to determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests with the accurate, reliable, and efficient assessment students can complete in ten minutes.



**Table 4H:**

**STAR Reading Assessment  
Average Grade Equivalent  
(Current Grade Placement 10-11)  
2010 - 2011**

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

	<b>1<sup>st</sup> Spring</b>	<b>2<sup>nd</sup> Fall</b>	<b>2<sup>nd</sup> Spring</b>	<b>3<sup>rd</sup> Fall</b>	<b>3<sup>rd</sup> Spring</b>	<b>4<sup>th</sup> Fall</b>	<b>4<sup>th</sup> Spring</b>	<b>5<sup>th</sup> Fall</b>	<b>5<sup>th</sup> Spring</b>
<b>Second Grade</b>	2.3	2.2							
<b>Third Grade</b>	2.4	2.3	3.4	3.1					
<b>Fourth Grade</b>	2.2	2.1	3.2	3.0	3.7	3.7			
<b>Fifth Grade</b>	2.0	2.0	3.1	2.5	3.6	3.6	4.8	5.1	
<b>Sixth Grade</b>	1.7	2.3	2.8	3.1	4.4	3.9	5.3	5.5	6.3

**Observations of 2010 - 2011**

- 2<sup>nd</sup> Grade class average scores are lower in the Fall than the previous Spring by .1.
- 3<sup>rd</sup> Grade class average scores are lower in the Fall than the previous Spring by .3.
- 5<sup>th</sup> Grade class average scores are higher in the Fall than the previous Spring by .3.
- 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> Grade average class scores are higher than the average grade level in the Fall of 2010.
- The 2<sup>nd</sup> and 3<sup>rd</sup> Grade average class scores were higher in the Spring than the average grade level.
- The 1<sup>st</sup> Grade average Spring class scores for the past four years are higher than the Star Reading expected average of 1.8 for the Spring assessment.
- The 2<sup>nd</sup> Grade average Spring class scores for the past three years are higher than the Star Reading expected average of 2.8 for the Spring assessment.
- The 3<sup>rd</sup> Grade average Spring class scores for two the past three years are lower than the Star Reading expected average of 3.8 for the Spring assessment.
- When comparing the last two Spring to Spring scores at each grade level, three of the four grades experienced at least a full years growth in the average reading score.

**Table 4I**

**STAR Reading Assessment**

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

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

	<b>Targeted Score</b>	<b>2010 Spring % that met/exceeded</b>	<b>2011 Spring % that met/exceeded</b>	<b>2012 Spring % that met/exceeded</b>	<b>2013 Spring % that met/exceeded</b>
<b>First Grade</b>	1.8	70%			
<b>Second Grade</b>	2.8	58%			
<b>Third Grade</b>	3.8	52%			
<b>Fourth Grade</b>	4.8	55%			
<b>Fifth Grade</b>	5.8	53%			

## Observations of 2010 - 2011

- Spring of 2010 is the first year that this test data was collected.
- In the Spring of 2010, the 1<sup>st</sup> Grade class was 20 percentage points above the national average of 50%.
- All five grade levels exceeded the 50% national average.

## AIMSweb

AIMSweb is an assessment program based on direct and continuous student assessments in fluency and comprehension. It is based on scientific Reading research and sound classroom practice and is administered to students individually.

**Table 4J:**

### AIMSweb Fluency Assessment 2009-2010

2009-2010 was the first year of the AIMSweb Fluency Assessment for grades 3-5, grades 1-2 were added in the 2010-2011 school year.

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	116	133	148
# tested	71	74	75
# met	37	40	49
% met	52%	54%	65%
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	103	119	132
# tested	70	71	71
# met	37	30	39
% met	53%	42%	55%
<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	83	105	120
# tested	71	70	67
# met	26	36	37
% met	37%	51%	55%

### AIMSweb Fluency Assessment 2010-2011

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	116	133	148
# tested	69		
# met	31		
% met	45%		
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	103	119	132
# tested	72		
# met	29		
% met	40%		

<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	83	105	120
# tested	58		
# met	34		
% met	59%		
<b>2<sup>nd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	60		
# tested	60		
# met	30		
% met	50%		
<b>1st grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	12		
# tested	67		
# met	45		
% met	67%		

### **Observations of 2010 – 2011**

- 5<sup>th</sup> Grade percentage of students that met from fall to spring in 09-10 increased by 13% points.
- 4<sup>th</sup> Grade percentage of students that met from fall to spring in 09-10 increased by 2% points.
- 3<sup>rd</sup> Grade percentage of students that met from fall to spring in 09-10 increased by 18% points.
- 3<sup>rd</sup> and 5<sup>th</sup> Grade 09-10 percentage that met improved in the winter and then again spring assessments.
- 4<sup>th</sup> Grade students in the Fall of 10-11 scores fell by 15 percentage points from their 09-10 Spring percentage, 55% to 40% meeting the fluency target.
- 5<sup>th</sup> Grade students in the Fall of 10-11 scores fell by 10 percentage points from their 09-10 Spring percentage, 55% to 45% meeting the fluency target.

## **Overall Assessment Observations**

### **Observations of 2006 - 2007**

On the Illinois State Achievement test, West Central Elementary students exceeded the state average in 6 out of 7 tested academic areas. On the ISEL test, given to K, 1<sup>st</sup> and 2<sup>nd</sup> Grade twice a year, an area of weakness is fluency. On exit outcomes in Grades K – 5<sup>th</sup> in Reading and Math, 92% of the outcomes exceeded 70%.

### **Observations of 2007 - 2008**

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. On the ISEL test, given to K, 1<sup>st</sup>, 2<sup>nd</sup> Grades twice a year, the fluency score increased in each grade level from Spring 06 to Spring 07. Also on the ISEL, the scores in 23 out of 26 tested areas in K, 1<sup>st</sup>, 2<sup>nd</sup> Grade increased or stayed the same from Spring 06 to Spring 07.

### **Observations of 2008 - 2009**

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. The percentage of students with an Individual Education Plan that met or exceeded state standards also improved this year. On the ISEL, the scores in 19 out of 27 tested areas in K, 1<sup>st</sup>, 2<sup>nd</sup> Grade increased or stayed the same from Spring 07 to Spring 08.

### Observations of 2009 - 2010

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

### Observations of 2010 - 2011

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

## II.3 DEMOGRAPHIC DATA

**Table 5:**

### General School Data Provided by School Report Card

	2005 - 2006		2006 – 2007		2007 - 2008		2008 – 2009	
	#	%	#	%	#	%	#	%
<b>Attendance</b>	453	94.3	446	94.9	426	94.4	421	95
<b>Truancy Rate</b>	3	.07	2	.04	0	0	0	0
<b>Mobility Rate</b>	56	9.5	60	13.5	64	15.1	35	8.3
<b>Low Income Rate</b>		51.2		48.7		49.2		53.2
<b>Suspension Rate</b>								
<b>Transfers IN</b>	28	6.0	27	6.1	40	9.4	25	5.9
<b>Transfers OUT</b>	28	6.0	33	7.3	24	5.6	27	6.4
<b>Promotion Rate</b>								
<b>Retention Rate</b>	5	1	7	1.5	3	.07	3	.07
<b>HS Graduation Rate</b>								
<b>Hs Drop-Out Rate</b>								
<b>Gender</b>	M 235/52%	F 222/48%	M 213/50%	F 214/50%	M 210/49%	F 216/51%	M 202/49%	F 213/51%
<b>Caucasian</b>	235	222	207	209	203	209	195	201
<b>African-American</b>	1					1		
<b>Hispanic</b>		1	3	3	2	4	2	4
<b>Other (Specify)</b>		1	3	3	1			2
<b>Indian</b>								
<b>Multiethnic</b>		1			4	2	5	6

	2009 - 2010		2010 – 2011		2011 - 2012		2012 – 2013	
	#	%	#	%	#	%	#	%
Attendance	409	94.4						
Truancy Rate	0	0						
Mobility Rate	40	9.8						
Low Income Rate		56						
Suspension Rate								
Transfers IN	24	5.8						
Transfers OUT	16	3.9						
Promotion Rate								
Retention Rate	0	0						
HS Graduation Rate								
Hs Drop-Out Rate								
Gender	M 214/52.3	F 203/47.7	M	F	M	F	M	F
Caucasian	209	191						
African-American								
Hispanic	2	4						
Other (Specify) Indian		2						
Multiethnic	3	6						

### Observations of 2010-2011

- Truancy rate is zero for the past three years.
- The 09-10 enrollment dropped by 12 students to 409 from the 08-09 school year.
- The 09-10 mobility rate of students increased by 1.5% points from the 08-09 school year.
- The percentage of students that transferred out decreased by 2.5% points from 08-09 to 09-10.
- The 09-10 transfer out percentage of 3.9 is lower that it has been in the prior four years, averaging 6.3% during that four year period.
- Eight more students transferred in the district during the year than transferred out.
- In 09-10 there are 11 more male students than female students in the elementary.
- No students were retained during the 09-10 school year.
- The enrollment dropped each of the past five years, from 453 in 05-06 to 409 in 09-10, a decrease of 44 students, (9%).
- In the past five years, the attendance rate has ranged from a low of 94.4% in 05-06, to a high of 95% in 08-09.
- The 09-10 attendance rate decline by .6% points when compared to the 08-09 school year.

**Table 6:**

### Enrollment Data Fall Housing Report

Grade Levels in School	2005 - 2006		2006 - 2007		2007 - 2008	
	#	%	#	%	#	%
School Population	446		446		427	
Grade K	68	13.9	65	15.2	60	14.1
Grade 1	67	16.3	76	17	67	15.7
Grade 2	77	17.3	78	17.3	73	17.1
Grade 3	77	17.3	82	17.3	73	17.1
Grade 4	79	17.8	75	16.8	72	16.9
Grade 5	78	17.4	88	17.5	82	19.2

	2008 - 2009		2009 - 2010		2010 - 2011	
Grade Levels in School						
	#	%	#	%	#	%
<b>School Population</b>	423		409		391	
<b>Grade K</b>	66	15.6	70	17.1	66	16.9
<b>Grade 1</b>	61	14.4	62	15.2	67	17.1
<b>Grade 2</b>	68	16.1	64	15.6	60	15.3
<b>Grade 3</b>	78	18.4	72	17.6	57	14.5
<b>Grade 4</b>	71	16.8	70	17.1	72	18.4
<b>Grade 5</b>	79	18.8	71	17.4	69	17.6

### Observations of 2010 – 2011

- Overall enrollment decreased in the last five years by 55 students.
- In 10 – 11, the number of total students enrolled is 18 less than 09-10.
- Kindergarten enrollment decreased by 4 students from 09-10 to 10-11.
- 4th Grade has the highest percentage of students with 18.4%.
- 3rd Grade has the lowest percentage of students with 14.5%.
- When looking at future enrollment, there are 193 students in grades K – 2<sup>nd</sup> compared to 198 students in grades 3<sup>rd</sup> – 5<sup>th</sup>.
- The 2010 5<sup>th</sup> Grade class started in 05-06 students with 68 as Kindergarten students and now in 10-11 as 5<sup>th</sup> Grade students has increased by 1 student to 69.

**Table 7:**

### Special Education Student Subgroup Enrollment

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

	05 - 06	06 - 07	07 - 08	08 - 09	09-10	10-11
	#	#	#	#	#	#
<b>Total Special Education*</b>	115	107	82	69	79	58
<b>Mental Impairment</b>	12	10	8	8	5	5
<b>Learning Impairment</b>						
<b>Speech or Language Impairment</b>	58	57	56	58	55	49
<b>Visual Impairment</b>						
<b>Emotionally Disturbed</b>		3	2	2	1	1
<b>Orthopedic</b>						
<b>Other Health Impairment</b>	11	10	6	6	12	9
<b>Specific Learning Disability</b>	34	27	15	11	8	4
<b>Autism</b>				3	3	4
<b>Development Delay</b>					2	3
<b>Deaf/Blindness</b>						

### Observations 2010 - 2011

- The number of students that are being served in Special Education has decreased by 21 students from the 10-11 school year when compared to the 09-10 school year.
- The number of students that are being served with Speech and Language Impairment has decreased by 6 students from the 10-11 school year when compared to the 09-10 school year.
- The total number of Special Education students has declined by 57 students during the past six years.
- The number of autistic children has increased by 1 student when compared to the 08 - 09 school year.
- There are no students that are classified as learning impaired, visually impaired, orthopedic, or deaf/blind students during 10-11 school year.

- Students identified as specific learning disabled has decreased from 34 to 4 since the 05-06 school year, decreasing each year.
- With the exception of Speech or Language impairment, the largest identified area of special education students is OHI, or other health impairment, with 9 students identified in the 10-11 school year.
- The number of students that are classified as mentally impaired has decreased from 12 students in the 05-06 school year to 5 students in the 10-11 school year.

## Demographic Comparisons and Trends

The enrollment for 06 - 07 declined from 466 students in 05 - 06 to 446 students. This is a drop in enrollment by 20 students. The average class size during 05 - 06 was 21.18 students per classroom teacher, and the average class size for 06 - 07 was 18.58 students per classroom teacher. There were 22 classroom teachers in 05 - 06 and there were 24 classroom teachers in 06 - 07.

The enrollment for the 07 - 08 school year declined from 446 students in 06 - 07 to 427 students. This is a drop of 19 students. This is a decrease of 39 students over the past two years. The average class size was 17.8 students. There were 24 classroom teachers during 07 - 08.

The enrollment for 08 - 09 is 423 students. This is a decrease of 4 students from the preceding year. There are 24 classroom teachers and the average class size is 17.6. The enrollment during the past four years has decreased by 23 students.

The enrollment for 09 - 10 is 409 students. This is a decrease of 14 students from the preceding year. There are 24 classroom teachers and the average class size is 17.4 students. The enrollment during the past 5 years has decreased by 57 students.

The enrollment for 10 - 11 is 391 students. This is a decrease of 18 students from the preceding year. There are 23 classroom teachers and the average class size is 17 students. All Kindergarten through Fifth Grade has four sections except Third Grade, which has three sections. The enrollment during the past 6 years has decreased by 75 students.

## II.4 PROGRAM DATA

**Table 8:**

**Educator Data**

	<b>06 - 07</b>	<b>07 - 08</b>	<b>08 - 09</b>	<b>09-10</b>	<b>10-11</b>
<b>Total Full Time Classroom Teachers</b>	34	34	34	34	33
<b>Average Years Teaching</b>	15.4	13.1	13	13.9	14.2
<b># Teachers New to Building</b>	7	1	3	1	1
<b># First Year Teachers</b>	3	0	2	1	1
<b># with B. A. Degree</b>	27	27	25	25	24
<b># with M.A. &amp; Above</b>	8	7	9	9	9
<b># with Emergency or Provisional Certificates</b>	0	0	0	0	0
<b># Teachers Working Out of Field</b>	0	0	0	0	0
<b>% Caucasian Teachers</b>	100%	100%	100%	100%	100
<b># Male Teachers</b>	4	4	2.5	2.5	3.75
<b># Female Teachers</b>	30	30	30.75	30.75	29
<b># Total Paraprofessionals</b>	18	18	16	18	16
<b># Classroom Instructional Paraprofessionals</b>	3	3	3	3	3
<b># Total Under-qualified Paraprofessionals</b>	0	0	0	0	0
<b># Total Counselors</b>	0	0	0	0	0
<b># Total Librarians</b>	.5	.5	.5	.5	.5
<b># Total Social Workers/Psychologists</b>	2	2	1	1	1
<b># Total Other Staff</b>	5	5	5	5	5
<b># Speech Pathologist</b>	1	1	1	1	.80
<b># National Board Certified Teacher</b>					1

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

## Observations of 2010 - 2011

- There is only one new teacher in his first year of teaching.
- The average years of teaching experience increased by .3 to 14.2 years from 09-10 to 10-11.
- There are two less paraprofessional in 10-11 when compared to 09-10..
- There is not an elementary counselor.
- All teachers are highly qualified and teaching in their qualified field.
- All paraprofessionals are highly qualified.
- 100% of the teachers are Caucasian.
- The number of full time classroom teachers declined by 1 from 09-10 to 10-11.
- The number of teachers that have a Master's Degree remained at 9 teachers during the 09 - 10 school year.
- The number of teachers that are male increased by 1 from 09-10 to 10-11.
- The Speech Pathologist is now shared with another building.
- In the past five years, 13 of the 33 teachers are new to the building.
- In 10-11, one Teacher met the criteria established by the National Board for Professional Teaching Standards in Early and Middle Childhood/Literacy: Reading-Language Arts. Five additional teachers in the elementary are working towards National Certification.

## Teacher Daily Schedule

**Table 9:**

### 2009 – 2010 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

08 - 09	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	25	175	65	35	40	30
Grade 2	62	5	40	40	30	0	179	57	34	43	45
Grade 3	75	32	40	40	30	0	161	58	29	39	35
Grade 4	50	60	40	40	30	0	150	45	30	45	35
Grade 5	60	48	40	40	30	0	143	45	13	50	35

### 2010 – 2011 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

10 - 11	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	10	155	50	35	35	35
Grade 2	66	10	40	40	30	5	167	53	28	45	41
Grade 3	60	35	40	40	30	0	170	65	35	35	35
Grade 4	50	60	40	40	30	0	150	45	30	45	30
Grade 5	60	45	40	40	30	0	167	50	18	43	56



## Observations for 10 – 11

- Time does not include computer or keyboarding instruction.
- Third Grade Math instruction decreased by 15 minutes daily in 10-11 and increased their Language Arts instruction time by 10 minutes.
- Language Arts instruction decreased by 20 minutes in the 1<sup>st</sup> Grade when compared to the prior year.
- 2<sup>nd</sup> Grade decreased Language Arts instruction by 12 minutes when compared to the preceding year.
- The amount of time devoted to Silent Sustained Reading increased by 21 minutes in 5<sup>th</sup> Grade when compared to the preceding year.
- The amount of time devoted to Language Arts increased by a total of 24 minutes in 5<sup>th</sup> Grade when compared to the preceding year.
- Kindergarten devotes the most time to Mathematic instruction during the typical school day when comparing the six different grade levels.
- Kindergarten devotes the least amount of time to Language Arts instruction during the typical school day when comparing the six different grade levels.
- 
- 4<sup>th</sup> Grade devotes the most time to Science/Social Studies instruction during the typical school day.
- 3<sup>rd</sup> Grade devotes the most time to Language Arts instruction during the typical school day.
- 3<sup>rd</sup> Grade devotes the most time to Reading instruction during the typical school day.

**Table 10:**

### Professional Growth Data

TOPIC	MONTH YEAR	GRADE LEVELS	SCHOOL WIDE (YES/NO)	FORMAT
<b>Workshop on Increasing Male Students' Academic Scores in Reading &amp; Math</b>	Sept 18, 2007	K - 5	Yes	Interactive Presentation
<b>ISAT Writing</b>	Jan 08	K - 5	No	Workshop
<b>Illinois Reading Conference</b>	Mar 08	K - 5	No	State Conference
<b>Writing Workshop</b>	Summer 08	K - 12	No	Workshop
<b>Boys and Reading</b>	Summer 08	K - 12	No	Workshop
<b>Stuff You Can Use for Managing and Motivating All Students</b>	Aug 08	K - 8	No	Workshop
<b>Accelerated Reading</b>	Aug 08	K - 5	Yes	Workshop
<b>Poverty Simulation</b>	Aug 08	K - 12	Yes	Workshop
<b>Differentiated Instruction</b>	Oct 08	K - 5	Yes	Workshop
<b>Strategies for Teaching Higher Order Thinking and Questioning Techniques</b>	Nov 08	K - 5	Yes	Workshop
<b>Writing Follow Up Workshop</b>	Jan 09	K - 12	No	Workshop
<b>Cooperative Learning Workshop</b>	Feb 09	K - 12	No	Workshop
<b>Music Across the Curriculum</b>	Feb 09	K - 12	No	Workshop

<b>Math Across the Curriculum</b>	Feb 09	K - 12	No	Workshop
<b>Higher Order Thinking</b>	Feb 09	K – 5	Yes	Workshop
<b>Writing Workshop</b>	Feb 09	K – 12	No	Workshop
<b>Writing Analysis</b>	June 09	K – 12	No	Workshop
<b>Understanding Poverty</b>	June 09	All District Employees	No	Workshop
<b>Math Curriculum Mapping</b>	July 09	K – 12	No	Collaborative Discussion
<b>Algebraic Thinking</b>	August 09	K – 5	Yes	Workshop
<b>Accelerated Reader Webinar provided by Renaissance Learning</b>	October 09	K – 5	Yes	Interactive Workshop Online
<b>Higher Order Thinking Skills by Dr. Castle</b>	November 09	K – 5	Yes	Workshop
<b>Write to Learn Workshop</b>	February 10	K - 12	No	Workshop
<b>Writing Workshop-Alignment of district writing curriculum</b>	June 10	K – 12	No	Workshop
<b>Four Block Literacy Refresher Training</b>	August 10	K – 5	Yes	Workshop
<b>Experiencing student disabilities and co-teaching in an inclusion setting</b>	August 10	K – 12	Yes	Workshop
<b>AIMSweb Training</b>	August 10	K – 5	Yes	Workshop
<b>Technology Workshop on SOCS (District website)</b>	August 10	K – 5	Yes	Workshop
<b>Accelerated Reading Webinar on individual goal setting</b>	September 10	K – 5	Yes	Webinar
<b>Discussion of eight components of providing reading instruction</b>	2 components per quarter 10-11	K – 5	Yes	Workshop
<b>State Standards related to ISAT Assessment in Reading</b>	October 10	2 – 5	No	Workshop
<b>State Standards related to Extended Response on the ISAT Assessment</b>	November 10	2 – 5	No	Workshop

### **Observations in 2009 – 2010 (as of November, 2011)**

- With March 10 beginning the new cycle of school improvement activities, there are a total of 10 staff development activities offered for elementary staff development for the 10 - 11 school year.
- Individual college courses are no longer being included in the staff development chart.
- Eight of the 10 activities since February 10, 2010, are directly related to Reading and Writing.
- Several of the staff development activities included strategies for special needs students.
- Six of the 10 staff development activities were provided by individuals not employed by the district.
- The two writing workshops were provided by the district writing consultant.

### **Special Education, Math, and English Audit Reports 08 – 09**

These audits were conducted as a component of the school improvement action plans at the request of Building School Improvement Teams and District Administrators as part of our ongoing school

improvement process. The purpose was to provide qualified outside consultants the opportunity to conduct onsite visits in our schools, observe in classrooms, examine assessment data and curriculum, and speak with staff and students in order to provide recommendations to improve the teaching and learning in our schools. The search for these consultants was conducted through the Illinois Association of Supervision and Curriculum Development listserv, the Illinois Association of Teachers of English listserv and the Illinois Council of Teachers of Mathematics listserv, along with the assistance of our Regional Office of Education. Applicants were interviewed and references were contacted in order to find the best individuals to conduct the audits for our district. The funding for these audits was obtained through our District NCLB Title II and RESPRO grants. What follows is a brief listing of the recommendations from each audit that applied to our building:

Elementary suggestions to explore as a result of the English, Math, and Special Education Audits conducted in the spring and fall 08.

❖ **English**

- Continue with staff development opportunities for writing.
- Continue with implementation of a writing curriculum.

❖ **Math**

- Review the newest edition of the Saxon Math textbooks and evaluate them in the area of improved problem solving skills for 4<sup>th</sup> and 5<sup>th</sup> Grade.
- Review of software that is currently available to improve problem solving skills of all of our students.
- Review of where we are and what we need to fully implement Accelerated Math into every upper level classroom.

❖ **Special Education**

- Continue efforts to meet the grade level expectations for our special needs population.

Higher order thinking skills and questioning techniques need to be increased building wide.

The reports also encouraged that time be provided for the 5<sup>th</sup> Grade Teachers to meet with the Middle School Teachers on what skills are necessary to improve the transition between 5<sup>th</sup> and 6<sup>th</sup> Grade.

## **Curriculum Implementation Data**

**Language Arts, Reading, and Curriculum Description:** The Four-Block framework was implemented during the 05 - 06 school year. This framework is used in Grades K - 5<sup>th</sup>, with Kindergarten using Building Blocks, Grades 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> using Four Blocks, and Grades 4<sup>th</sup>, 5<sup>th</sup> using Big Blocks. The Four-Block framework consists of 4 different areas of focus. These include Working with Words, Guided Reading, Writing, and Self-Selected Reading. Each grade level has at least 16 exit outcomes for the school year. These outcomes have been aligned with the Illinois State Standards. In the 06 - 07 school year a new Houghton-Mifflin Reading series was purchased for Grades K - 3<sup>rd</sup>. This will help to provide continuity in and among grade levels for the material being taught.

**Math Curriculum:** All Grades K – 5<sup>th</sup> use Saxon Math. Saxon Math stresses incremental development. Concepts are practiced frequently and extensively over the school year. Grades 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> have daily meeting board activities and use manipulative on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels. Accelerated Math software was updated to include Kindergarten and 1<sup>st</sup> Grade. This program continues to provide support for problem solving skills of all K – 5<sup>th</sup> Grade students. Grades K – 3<sup>rd</sup> uses 2001 Saxon Math worksheets and the 4<sup>th</sup> Grade uses 2004 Saxon Math edition. New 2008 edition Saxon Math books were purchased for the 5<sup>th</sup> Grade prior to the start of the 2010-2011 school year due to the presence of increased emphasis of higher order thinking and problem solving skills.

**Social Studies Curriculum:** The Elementary Social Studies curriculum in the lower grades is based on thematic units involving people or events in American History. Students will also explore family life, job careers, and community roles. Beginning in the 3<sup>rd</sup> Grade, the students begin to explore how units of government work and an introduction into Illinois history. 4<sup>th</sup> and 5<sup>th</sup> Grades use a text from McGraw Hill and study early American History. 1<sup>st</sup> - 5<sup>th</sup> Grades work on map skills appropriate to

their grade level and use Weekly Reader or Scholastic News magazine as a reference material. These magazines are also utilized to introduce and reinforce geographic map skills and understanding graphs.

**Science Curriculum:** The Elementary Science curriculum in Grades K, 1<sup>st</sup>, 2<sup>nd</sup> is based around thematic units. Supplemental materials are used for these, with field trips that correspond with the units. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grades use Scott Foresman textbooks. 1<sup>st</sup> - 5<sup>th</sup> Grades also use Weekly Reader as a reference material.

**Writing Curriculum:** The purpose of the Writing curriculum is to provide students with the support needed to express themselves clearly and effectively to others. It is our belief that in order to accomplish this, students must be offered the following instructional opportunities: time to write each and every day, knowledge of and practice in the writing process, the teacher's role is as a coach to the writer, and that skills are not taught in isolation but in the context of the written pieces. Samples of K - 12 writing were evaluated during the summer of 2009 and from this process a Writing curriculum for the elementary was established. Each grade has defined the writing expectations and aligned the expectations to the Illinois Learning Standards. Writing workshops presented to the entire elementary staff continue to aid in the advancement of the writing curriculum. Samples were then reviewed again in the Spring of 2010 with a few adjustments made to the curriculum.

**Title I Program:** The Title I program assists all grades in focusing on exit outcomes performance, basic reading skills and strategies, ISAT preparation, and RtI interventions. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms for thirty minutes in each classroom. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students on individualized instruction in Reading and Math.

**Special Education:** Students with Individualized Education Plans receive special services from the Special Education Department. The range of services received is dependent upon the individual needs of the student. Many of these students leave the regular classroom for Language Arts and Mathematics classes. Others simply receive a little extra assistance during Study Hall. Often, different small groups are occurring simultaneously in the classroom. Instruction in the Resource Room attempts to teach grade level curriculum at every opportunity and Special Education students are responsible for grade level exit outcomes and are included in the grade level totals. In the upper elementary grades, Special Education teachers adapt Science and Social Studies. In the 06 - 07 school year, we began to implement the RtI system. RtI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities. In the RtI model, a student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to "respond to intervention" can be viewed as evidence of an underlying Learning Disability. One advantage of RtI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another is that RtI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents. In the 07 - 08 school year, two teams were created from RtI. One team, RtI, will continue with students that may qualify for special education services, and one team will be called TAT and will work with students that may be having behavioral issues in the classroom. In fall of 09, new technology introduced into our Special Education classrooms included interactive SMARTBoards, updated student computers and document cameras.

**Physical Education:** The West Central physical education program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision-making skills. These activities help to prepare them for adult life and the world of work.

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

**Enrichment Program:** The West Central CUSD #235 Board of Education, has approved that the district provide an after school enrichment program one day a week for some of our academically-talented students. The intent of program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district. This program began in Fall 06. Approximately 25 students in Grades 3<sup>rd</sup> - 5<sup>th</sup> participate in this program.

**Tutoring Program:** A tutorial program was implemented in Fall 06. This program is free to our 4<sup>th</sup> and 5<sup>th</sup> Grade students. This program is funded by the district. It meets on Tuesday and Thursday after school. Academic assistance is provided in a variety of subject areas. Free transportation is provided to Gladstone, Oquawka and Stronghurst. On a normal day, 10 to 15 students receive this additional assistance.

**Keyboarding/Computer:** All 3<sup>rd</sup> - 5<sup>th</sup> Grade students use Ainsworth Keyboard Trainer 5 as our training program. This program allows students to work individually and encourages correct finger positioning. The 2<sup>nd</sup> Graders are using Microsoft Word (word processing) and are typing their word-wall words and weekly spelling words. They are learning to use both hands at the keyboard and to distinguish between left-hand keys and right-hand keys. The lab is also utilized by K - 5<sup>th</sup> Grades, when available, to take the Star Reading tests, as well as Accelerated Reading tests. The lab is also available for classes to use the internet for research, educational games and to view United Streaming videos. It also houses a SMART Board for interactive use.

**Olweus Bullying Prevention Program:** Olweus Bullying Prevention Program is a comprehensive, school wide program that is being used at West Central Elementary and Middle School. Its goals are to reduce and prevent bullying problems among school children and improve peer relations at school. At the elementary there are classroom meetings being held at a minimum of three times a month. During these classroom meetings the rules are discussed and many other character education programs are discussed. Students and teacher also discuss many character education lessons such as respect, responsibility, empathy, listening, tolerance and other lessons. The Olweus Committee has implemented Red Ribbon Week, Be A Buddy Weekly Recognition, and monthly Bullying Prevention activities. This program was introduced and added to the curriculum during the 07 - 08 school year.

**Library Services:** The Elementary has approximately 25,783 books available to students. Accelerated Reader provides access to over 120,000 quizzes on books. Discovery Education Streaming provides access to 5000 full length videos tied directly to state and national standards through the internet. We belong to the Alliance Library System of Peoria, Illinois, that provides our students and staff with access to books found in other libraries. The Henderson County Library stops once a week providing additional services to our students.

**2008 - 2009 Parent/School Compact:** The parent-school compact was included in the 08 - 09 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

**2009 - 2010 Parent/School Compact:** The parent-school compact was included in the 09 - 10 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

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

## Program Comparisons and Trends

During the 06 - 07 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. Due to increases in enrollment in the lower grades, the West Central school board increased the number of teachers by two in August of 06. There has been an increase of staff development opportunities offered on the West Central premises, which has increased the number of staff members able to participate. In the 06 - 07 school year, a new reading text book series was purchased for Grades K – 3<sup>rd</sup>. In the Fall of 06, an enrichment program and tutoring program were implemented. In the 06 - 07 school year, we began to implement the RTI system. RTI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities.

During the 07 - 08 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. Art education, as a result of a Fine Arts Grant, has been expanded from 35 minutes per week, to at least 50 minutes per week. Keyboarding instruction has been added for students in Grades 2<sup>nd</sup> – 5<sup>th</sup>. The Olweus Anti-Bullying Program is being implemented for students in Kindergarten - 8<sup>th</sup> Grades.

During the 08 - 09 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention week of activities. Writing style and format have been emphasized this year with writing formats and expectations developed for each grade level. Low class size has been maintained with four sections at each grade level. The average class size is approximately 18 students. A new communication tool, called Connect Ed, has been added that allows for additional communication through the phone system.

During the 09 - 10 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention activity once a month. Low class size has been maintained with four sections at each grade level. The average class size is approximately 17 students. Grades 2<sup>nd</sup> – 5<sup>th</sup> are working on increasing reading fluency using a reading program called Six Minute Solution. New software programs for Accelerated Reading and Accelerated Math has been purchased and allows for parents to monitor progress from a home computer. A new software program has also been added which allows for parents to monitor lunch accounts from a home computer.

During the 10 - 11 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program continued with activities including Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention activity once a month. Exploration into the PBIS program has begun. Low class size has been maintained with four sections at all grade levels except 3<sup>rd</sup> Grade. The average class size is 17 students. Grades 1 – 5 are working on increasing reading fluency using a reading program called Six Minute Solution. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A new software reading program has also been added for Special Education students and students in RTI called Lexia. Additional computers and smart boards were added to each of the special education rooms. Each of the 5<sup>th</sup> Grade classrooms has a Promethean Board. The elementary now has wireless capability.

## II.5 PERCEPTION DATA

TABLE 11:

### PARENT SURVEY FALL 2010

209 Surveys Returned: This was the first year that the elementary survey was done on line. Survey was only available during the scheduled conference times.

Home computer with internet access?	78% yes
	22% no

Attended one of the following events in the past year

Open House	70%
Movie Night	17%
Music Concerts	50%
P/T Conferences	97%
Donuts with Dad's	22%
Muffins with Mom's	45%
PTC meeting	7%
Other Special Activity	22%

Anti-Bullying program effective?	83% yes
	15% no

Confident helping with math homework?	95% yes
	3% no

Confident helping with reading homework?	99% yes
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Child feel safe on the bus?	87% yes
	13% no

Communication tools

Skyward	49%
Homework Hotline	22%
Connect Ed	69%

Adequate opportunity for communication?	95% yes
	5% no

## PARENT SURVEY FALL OF 2009

96 Surveys Returned (31%)

09 – 10	YES	NO
1. Do you have a home computer with internet access?	77	18
2. Did you attend Open House?	74	21
3. Have you ever attended a PTC meeting?	31	64
4. Do you agree that Accelerated Reader is beneficial to your child?	93	4
5. Do you feel welcome in our school?	95	0
6. Has the Olweus Anti-Bullying Program positively impacted your child?	71	6
7. Do you feel confident in helping your child with their homework?	94	1
8. Does your child spend at least 15 minutes a night reading?	89	5
9. Does your child feel safe at school?	95	0
10. Does your child feel safe on the bus?	81	9
11. Do you feel this school provides a clean and pleasant environment for learning?	93	1
12. Do you feel that there is adequate communication between you and the school?	93	1
13. As a parent, do you like this school?	93	2
14. Would you prefer making a cash donation to the PTC instead of doing a fundraiser?	40	52

➤ **An additional question was asked on the 09 - 10 survey**

When do you prefer to have Open House?

The night before school starts	65
1 ½ weeks after school starts	27

### Observations in 2010 – 2011

- There 209 surveys were returned in the fall of 2010 compared to 96 in the fall of 2009. This is the first year that surveys were done online.
- 209 surveys were returned from 299 families (70%).
- 70% of families fill out a survey compared to 31% of families the prior year.
- There was a 3% point increase of parents reporting that they do not have internet access, (19% in the fall of 2009 to 22% in the fall of 2010).
- 70% of families reported attending the Open House/School Kick Off Night which is down from 83% the prior year.
- There was a 9% points increase to 87% of parents indicating that the anti bullying program is being effective.
- There was a 3% points increase of parents indicating that their students felt safe on the bus, from 84% in the fall of 2009 to 87 % in the fall of 2010.
- 99% of our parents feel comfortable helping with reading versus 95% helping with math in the fall of 2010. This is an average of 97% which is the same as the prior year’s response.
- Kindergarten parents would not have been exposed to some of the events unless they have older siblings in the elementary, same is true for families that are new to the district.
- 90 families did not respond to completing the survey.



**Table 12:**

**2010 – 2011  
Staff Survey**

63 of 74 Surveys returned, including associates, cooks, custodians, secretaries, teachers

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Does Not Apply</b>
Parents have a variety of opportunities to become involved (i.e. volunteering, parent conferences, PTC, etc.).	39	21	2			1
The teacher in-service provides beneficial information.	13	32	2		1	13
Family involvement activities are scheduled to allow working parents to participate.	19	31	7		1	2
The school is safe for students and staff.	33	23	1	2		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	29	26	4	2		
The Olweus Anti-Bullying Program has been effective in our school.	5	20	25	6		5
The facilities are clean.	13	36	4	8		
The schools furniture and equipment is in good working condition.	12	39	3	5	1	1
Accelerated Reader is a valuable component in the curriculum.	24	23	5			9
Accelerated Math is a valuable component in the curriculum.	18	20	11	2		10
The school has a consistent writing program in place.	5	27	18	2		9
The Library offers sufficient reading materials to meet the needs of the students.	24	30	2			6
My classroom library offers sufficient reading materials to meet the needs of the students.	14	22	2	5		18
The schools computer facilities are kept updated with the latest technology.	14	36	8			3
There is good quality and frequency of communication between the school and parents.	21	29	4	2		4
I am aware of the school's discipline policies and procedures.	21	32	5			3
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	4	11	19	6	1	19

**2009 – 2010  
Staff Survey**

57 of 74 Surveys returned, including associates, cooks, custodians, secretaries, teachers

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Does Not Apply</b>
Parents have a variety of opportunities to become involved (i.e. volunteering, parent conferences, PTC, etc.).	33	17	2			4
The teacher in-service provides beneficial information.	7	25	9			16
Family involvement activities are scheduled to allow working parents to participate.	20	27	4			2

The school is safe for students and staff.	25	21	5	2	3	
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	23	28	2	4		
The Olweus Anti-Bullying Program has been effective in our school.	6	22	18	3	3	4
The facilities are clean.	11	29	9	7		
The schools furniture and equipment is in good working condition.	8	37	4	5		
Accelerated Reader is a valuable component in the curriculum.	21	21	1	2		8
Accelerated Math is a valuable component in the curriculum.	18	19	8	2		10
The school has a consistent writing program in place.	9	25	9	2	1	9
The Library offers sufficient reading materials to meet the needs of the students.	18	30	2			7
My classroom library offers sufficient reading materials to meet the needs of the students.	7	20	5	2		18
The schools computer facilities are kept updated with the latest technology.	13	33	4	1		6
There is good quality and frequency of communication between the school and parents.	16	30	3	2		6
I am aware of the school's discipline policies and procedures.	20	28	3			6
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	6	11	14	4		21

The question, to list needed professional development opportunities, was also asked in the 09 - 10 Staff Survey.

### Observations from the 2010-2011 Staff Survey

- In 10-11, 85% (63 of 74), staff surveys were returned compared to 77% from the preceding year.
- In 10-1, 98% of staff agrees that parents have a variety of opportunities to become involved, up 10% from the preceding year.
- In 10-11, for the second year in a row, 82% of staff believes that activities are scheduled to allow for families to participate.
- In 10-11, 92% of staff thinks the school is safe for students and staff, an increase of 11% points from the preceding year.
- In 10-11, for the second year in a row, 90% of the staff feels that the school has security procedures that are consistently followed.
- In 10-11, 94% of the staff for which this is applicable, find that the teacher in-services were beneficial. This is compared to 78% in the preceding year.
- In 10-11, 40% of staff feels that the OLWEUS Anti-Bullying Program has been effective, a decrease by 9 percentage points from the preceding year. 41% are not sure.
- In 10-11, 84% of staff feels the furniture and equipment is in good working order, up 3% from the preceding year, and 14% from the 08-09 school year..
- In 10-11, 77% of staff reports that Accelerated Reader is a valuable component in the curriculum, up by 3% from the previous year.
- In 10-11, 62% of staff reports that Accelerated Math is an effective component in the curriculum, while 18% were not sure.
- In 10-11, 52% of the staff states that the school has a consistent writing program in place, which is a decrease of 8% from the preceding year. 30% were not sure.
- In 10-11, 82% of the staff believes the computer facilities are kept updated with the latest technology. This is similar to the percentage from the previous year.
- In 10-11, 88% of the staff believes that the library offers sufficient reading materials to meet the needs of the students, up 4% from the preceding year.

- In 10-11, of whom it is applicable, 84% of staff thinks their classroom libraries offer sufficient reading materials to meet the needs of the students, up by 5% percentage points from the preceding year.
- In 10-11, 82% of the staff believes there is a good quality and frequency of communication between school and parents.
- In 10-11, only 35% of the staff indicated that additional professional development in balanced literacy is needed. A decrease of 19% percentage points from the preceding year.
- In 10-11, 87% of the staff reports they are aware of the schools discipline policies and procedures, an increase by 3% percentage points from the preceding year.

**III. PROBLEM STATEMENTS AND HYPOTHESES****Table 13:****Patterns of Strengths and Problems**

<b>Patterns of Strengths</b>	<b>Bullet Data Upon Which Conclusion is Drawn</b>
1. West Central Elementary School was designated a 2009-2010 Spotlight School.	Illinois State Board of Education
2. On ISAT, five of the six tested averages in reading and math exceeded the 77.5% in each NCLB subject area. 87.7% of student's met/exceeded state standards in NCLB tested areas.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card
3. On ISAT, 81.7% of all students in Grades 3-5 met or exceeded in reading. All grades tested exceeded the state average. The number of students that met/exceeded increased by 6.1% points from the previous year.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card
4. On ISAT, 93.6% of all students in Grades 3-5 met or exceeded in math. All three grades tested exceeded the state average. The number of students that met/exceeded increased by 5.3% points from the previous year.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card
5. On ISAT, there was an increase in Special Education students meeting/exceeding standards in reading for each of the last four years: 27.6%, 33%, 53%, 61.3%	Table 4B –Special Education and Sub-groups
6. On ISAT, there was an increase in Special Education students meeting/exceeding standards in math for each of the last five years: 59%, 59.3%, 62.3%, 73.6%, 84.6%	Table 4B –Special Education and Sub-groups
7. Between 75% - 85% of each level at 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grade met/exceeded standards in ISAT in Reading.	Table 3 – District ISAT Table 4A – School ISAT
8. ISEL data indicates steady Reading growth in Grades Kindergarten through 2 <sup>nd</sup> Grade. Kindergarten scores are 2.3% above the state average. Both first and second are above the state average by 1.1%.	Table 4G – ISEL
9. 80% of the staff development activities provided to staff were identified in the current 09-10 school improvement plan.	Table 10
10. 209 parent surveys were completed compared to the prior years 96 completed.	Table 11 – Parent Survey
11. 82% of our students had at least one parent/guardian attend parent/teacher conferences in Fall 2010.	Statistics gathered from sign in sheets by the classroom teachers
12. 83% of our parents indicated that the OLWEUS anti-bully program was effective compared to 73% the prior year.	Table 10 – Parent Survey
13. Of the twenty three classrooms in the elementary, the class average is seventeen students per classroom.	Table 6 – Fall Housing Report
14. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly lessons in Art and General Music, and 5 <sup>th</sup> Graders are allowed to participate in Band as an elective.	Table 9 Curriculum Implementation Data

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. Star Reading assessments show a decrease in student scores from 1 <sup>st</sup> and 2 <sup>nd</sup> Grades from Spring to Fall as they move to the next grade. (over the summer). 2 <sup>nd</sup> to 3 <sup>rd</sup> grade dropped ¼ of a year in skills.	Table 4H – Star Reading Assessment Grade Placement
2. There is a need for additional updated technology available in the classrooms: Elmo accessories and color printers.	Perception Data – Staff discussions during staff meetings Perception Data – Staff Survey
3. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting in reading. On the 2010 ISAT assessment 81.7% of our students met or exceeded.	Illinois State Board of Education Table 3 – District ISAT Table 4A – School ISAT
4. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting in math. On the 2010 ISAT assessment 93.6% of our students met or exceeded. Our challenge will be to maintain and improve upon the 2010 scores.	Illinois State Board of Education Table 3 – District ISAT Table 4A – School ISAT
5. According to ISAT test performance, low income students' scores were lower than non-low income students' scores in five of the six No Child Left Behind tested areas. 5 <sup>th</sup> Grade math was the tested area that low income students exceeded non-low income.	Table 4B – ISAT Special Education and Sub-groups
6. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting in reading. On the 2010 ISAT assessment 76.9% of our low income students met or exceeded.	Illinois State Board of Education Table 4B – ISAT Special Education and Sub-groups
7. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting or exceeding in math. On the 2010 ISAT assessment 92.3% of our low income students met or exceeded.	Illinois State Board of Education Table 4B – ISAT Special Education and Sub-groups
8. On the 2010 ISAT, students in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grades had 11% fewer male students meet/exceed in Reading when compared to female students. In comparison, 12% fewer male students met/exceeded when compared to female students on the 08 ISAT. Male students, when compared to female students, received 4% fewer A's on the 1 <sup>st</sup> quarter report.	Table 4C – ISAT Gender Sub-groups Table 4F – 1 <sup>st</sup> Quarter Report Card
9. General observations made by the elementary reading consultant was that our lowest scoring area on the ISAT Reading was the extended response portion of the assessment.	Elementary ISAT reading analysis conducted by Roni Heller-Ohara during the 2010-2011 school year.
10. General observations included in the district wide Math curriculum audit and ISAT item analysis indicate that there is a lack of higher order thinking skills and extended Math response skills included in our Math curriculum.	District wide Math audit conducted by Mrs. Fern Tribbey during a four day visit in Oct 08
11. Low income students miss a higher percentage of school than non-low income students.	2009-2010 school end of the year attendance records (Low income student made up 54% of the student population yet accounted for 64% of the absences.)

**Table 14:**

**Problem Statements**

<b>Problem Statement #1: According to the 2010 ISAT test performance, low income student scores were lower than non-low income student scores in five of the six tested areas in reading and math.</b>				
<b>Priority Hypotheses</b>	<b>Data Source 1</b>	<b>Data Source 2</b>	<b>Data Source 3</b>	<b>Data Source 4</b>
Students are not provided with sufficient differentiated instruction.	Staff Survey	Audit	Table 4B	
Low income students miss valuable instruction due to attendance	School Attendance records	Table 4B		
Students do not have opportunities to practice reading or math skills during the summer.	Table 4G	Table 4H	Table I	
Some teachers do not provide multiple ways for students to gain background knowledge on a topic.	Table 4B	Parent Survey	Table 4A	
Some parents may lack the skills to assist their child at home.	Parent Survey			

<b>Problem Statement #2: If the current four year trend of a 2.5% increase in the number of students who meet or exceed standards in Reading each year continues, then our student population will not meet AYP (a required 7.5% yearly gain) in 2012. The goal in 2012 is that 92.5% of students (goal of 2011 was that 85%) will meet or exceed on the Illinois Standards Achievement Test. We have met or exceeded current yearly AYP requirements as defined by No Child Left Behind.</b>				
<b>Priority Hypotheses</b>	<b>Data Source 1</b>	<b>Data Source 2</b>	<b>Data Source 3</b>	<b>Data Source 4</b>
We have a need for additional training on teaching Reading strategies focusing on comprehension and extended response.	Table 4A Table 4G	Table 4B Table 4H	Table 4C	Table 4D
Percentage wise male students do not score as well as female students on ISAT or report cards.	Table 4C	Table 4D	Table 4E	Table 4F
We need to increase the use of interactive technology to engage students in the learning process.	Staff Observations			
Classroom expectations through exit outcomes have not increased as a result of curriculum improvements.	Exit Outcomes			
Not all parents are aware of the School Improvement Goals and how they can assist their children.	Curriculum Director			

**Problem Statement #3:** If the current four year trend of a 1.25% increase in the number of students who meet or exceed standards in Math each year continues, then our student population may not meet AYP in 2012. The goal in 2012 is that 92.5% of students (goal of 2011 was that 85%) will meet or exceed on the Illinois Standards Achievement Test. We have met or exceeded current yearly AYP requirements as defined by No Child Left Behind.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We are using different copyright years of a Math series which causes an alignment issue within the Math curriculum.	Staff Observations	Curriculum Implementation	Math Audit	
We need additional professional development opportunities in providing Math instruction related to the state standards and math extended response questions	Math Audit	Staff Survey		
We need additional technology to be available in the classroom to support providing Math instruction that would emphasize student interactive learning.	Staff Observations	Math Audit		
We need to identify areas of deficiency from ISAT test results concerning student performance, and target instruction.	2010 2011 ISAT scores	Table 3	Individual Student ISAT Scores	
We need additional staff development on differentiated instruction to meet the needs of our higher performing students.	Staff Survey	Table 4	Individual Student ISAT Scores	

**Problem Statement #4:** Students that are experiencing behavioral difficulties are missing academic instruction.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
OLWEUS anti bullying behavior program in place is not effective for some students.	Staff Survey	TAT Referrals	Office Referral Observations	
Some individual students need additional emotional and social skills support.	Staff Survey Observations	OLWEUS Student Survey		
Some staff lack the skills to deal with specific emotional and social issues.	Staff Survey	TAT Referrals	Office Referrals	
Some students are having continual disciplinary issues on the school buses.	Parent Survey	Staff Survey Observations	OLWEUS Student Survey	
Teacher and support staff implementation of OLWEUS program is not consistent for all students.	Parent Survey	Staff Survey Observations		
Behavioral Specialist's work schedule does not permit multiple sessions each week with identified students.	Actual Schedule			
Social Worker's work schedule does not permit multiple sessions each week with identified students.	Actual Schedule			

## IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

**Table 15:**

### Improvement Goals

<b>IMPROVEMENT GOAL #1a: To improve the percentage of students (including low income) that meet/exceed on the ISAT in Reading to 92.5% for the 11 – 12 school year</b>				
<b>CURRENT CONDITIONS and DATA SOURCE: On the 2009-2010 ISAT, 81.7% of all our students met or exceeded in Reading. Economically disadvantaged students had 76.9 meet or exceed. Table 3A, Table 4A , Table 4B</b>				
<b>SPECIFIC ACTIONS: To monitor and improve Reading instruction through data acquired from AIMSweb, ISAT, Learnia, Star Early Literacy, and STAR reading assessments</b>				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Provide reward to students that successfully meet the Henderson County summer reading goals program.	August 2011	Principal	Office \$100	Number of participants
To collect data on summer reading use at the Henderson County Library and measure maintenance of reading skills with the Star Reading Assessment focusing on students in 1 <sup>st</sup> and 2 <sup>nd</sup> Grade.	September 2011	Principal	No cost	Evaluate Star Reading scores in Fall of 2012 and compare participants versus non-participant scores
Assess students early during the first semester with AIMSweb, and ISEL	August/September 2011	Title Teachers	District & Special Education CO OP	Title
Assess students early during the first semester Star reading assessments	August/September 2011	Teachers	District \$445.50	
Assess 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade students with Learnia	November 2011	Title Teachers	District \$2000	Title
AIMSweb and Star Reading Assessments during December/January	December/January 2011-2012	Title Teachers	District & Special Education CO OP	Title
Administer ISAT	March 2012	Teachers	State	Completed
Assess 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade students with Learnia	April 2012	Title Teachers	District	Title
AIMSweb and Star Reading, ISEL, Star Early Literacy Assessments during April/May	April/May 2012	Title Teachers	District & Special Education CO OP	Title
Analyze student assessment to identify students that did not meet assessment standards and plan appropriate remediation strategies	11-12	Staff	None	End of year assessment data



**IMPROVEMENT GOAL #1b: To improve the percentage of students (including low income) that meet/exceed on the ISAT in Reading to 92.5% for the 11 – 12 school year**

**CURRENT CONDITIONS and DATA SOURCE: On the 2009-2010 ISAT, 81.7% of all our students met or exceeded in Reading. Economically disadvantaged students had 76.9% meet or exceed. Table 3A, Table 4A , Table 4B**

**SPECIFIC ACTIONS: To provide professional development programs related to improving student achievement in reading**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/ Group Responsible</b>	<b>Cost Funding Source</b>	<b>Evaluation</b>
In-service staff on how to use local assessment data to improve instruction and student learning	2011-2012	Curriculum Director District Consultants SIP Team	None	Workshop Evaluation
In-service staff on teaching strategies for low income students through a book club--Under Resourced Learners by Ruby Payne	2011-2012	SIP Team	Title I \$375 (15 x \$25)	Workshop completion
In-service staff on developing background knowledge in reading	2011-2012	SIP Team	Title I \$1000	Workshop Evaluation
To provide workshop related to ISAT and extended response test preparation	November 2011-2012	Curriculum Director Staff Principal	Title I \$1000	Workshop Evaluation
To attend workshops related to ISAT test preparation sponsored by the Regional Office of Education	2011-2012	ROE	Title I \$300	Number of workshops attended
To subscribe to International Reading Association	2011-2012	Library	Title I \$29	Subscription purchased
To subscribe to Illinois Reading Association Council	2011-2012	Library	Title I \$40	Subscription purchased
To subscribe to Reading A-Z for online use	2011-2012	Library	Title I \$84.95	Subscription purchased
In-service staff on the correlation of grades in reading/language arts and student assessment	Spring 2011	Principal	None	Completed
Monitor progress of implementation and evaluate activity	2011-2012	Principal SIP Team	None	ISAT scores

**IMPROVEMENT GOAL #2a: To improve and maintain the percentage of students (including low income) that meet/exceed on the ISAT in Math to 92.5% for the 11 – 12 school year**

**CURRENT CONDITIONS and DATA SOURCE: On the 2009-2010 ISAT, 93.6% of all our students met or exceeded in Math. Economically disadvantaged students had 92.3% meet or exceed. Table 3A, Table 4A , Table 4B**

**SPECIFIC ACTIONS: To increase the math resources available to students.**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/ Group Responsible</b>	<b>Cost Funding Source</b>	<b>Evaluation</b>
We need additional technology to be available in the classroom to support providing Math instruction that would emphasize student interactive learning. This would include all Elmos being wireless and presentation clickers to upgrade the Elmo. Additional Promethean Boards for each of the 4 <sup>th</sup> Grade classrooms	2011-2012	Technology Coordinator	District Funds	Purchase Order
Star Math be available to students as an enrichment opportunity and to assist with alternative methods of reinforcing basic mathematical concepts	2011-2012	Library	Title I \$247.50	Purchase Order
Purchase of additional software to provide different methods of instruction. These programs could include StarFall Math and Reading	2011-2012	Principal	Title I \$270.00	Purchase Order
Order new Saxon Math Books and materials for 3 <sup>rd</sup> and 4 <sup>th</sup> Grade	2011-2012	Principal	District Funds	Purchase Order
Monitor progress of implementation and evaluate activity	2011-2012	Principal SIP Team	None	ISAT scores

**IMPROVEMENT GOAL #2b: To improve and maintain the percentage of students (including low income) that meet/exceed on the ISAT in Math to 92.5% for the 11 – 12 school year**

**CURRENT CONDITIONS and DATA SOURCE: On the 2009-2010 ISAT, 93.6% of all our students met or exceeded in Math. Economically disadvantaged students had 92.3% meet or exceed. Table 3A, Table 4A , Table 4B**

**SPECIFIC ACTIONS: To provide professional development programs related to improving student achievement in math**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/ Group Responsible</b>	<b>Cost Funding Source</b>	<b>Evaluation</b>
In-service staff on how to use interactive technology to improve instruction and student learning	Fall 2011-2012	Technology Coordinator	None	Workshop evaluation
In-service staff on sources through the internet to improve instruction and student learning	Fall 2011-2012	SIP Team	District	Workshop evaluation
To provide workshop related to ISAT and extended response test preparation	Fall 2011-2012	SIP Team	Math Consultant	Workshop evaluation
Monitor progress of implementation and evaluate activity	2011-2012	Principal SIP Team	None	ISAT scores

**IMPROVEMENT Goal #3: To improve the percentage of students (including subgroups) that meet/exceed on the ISAT to 92.5% for the 11 - 12 school year**

**DATA SOURCE: Table 3A, Table 4A, Table 4B, Table 4C.**

**SPECIFIC ACTIONS: Increase parental involvement through providing assistance and training in reading and math**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/ Group Responsible</b>	<b>Cost Funding Source</b>	<b>Evaluation</b>
Appoint a committee to plan events	August/Sept 2011	School Improvement Team	None	Dates placed on school calendar
To host an School Kick Off/Curriculum Night to distribute educational hints prior to the start of the 10 - 11 school year Teachers will be encouraged to have curriculum packets available for parents	August 2011	Teacher Committee	Title I Parental Involvement Funds \$500	Comparison of attendance data to 10 - 11 school year
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	October 2011	Survey Committee	Title I Parental Involvement Funds \$100	Comparison of number of surveys completed compared to 10 - 11 school year
Muffins with Mom to discuss reading Donuts with Dad to discuss reading	First Semester	Title I Principal SIP Team	Title I Parental Involvement Funds \$200 per program	Comparison of attendance data to 10 - 11 school year
Family Movie Literacy Night to provide a school to community connection	Second Semester	Teacher Committee	Title I Parental Involvement Funds \$400	Comparison of attendance data to 10 - 11 school year
Monitor progress of implementation and evaluate activity	11 - 12	SIP Team	None	Evaluation of each activity

**IMPROVEMENT GOAL #4: To improve student's self esteem and increase student success during the 2011-2012 school year.**

**CURRENT CONDITIONS and DATA SOURCE: Student OLWEUS survey, parent survey, Table 4A, and Table 4B**

**SPECIFIC ACTIONS: To provide professional development programs and activities related to the implementation of the PBIS bully prevention program.**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/ Group Responsible</b>	<b>Cost Funding Source</b>	<b>Evaluation</b>
Provide Tier I training for the PBIS Team	10-11 School Year	Social Worker	District	Professional Development Completed
Provide Tier II training for the PBIS Team	10-11 School Year	Social Worker	District	Professional Development Completed
In-Service all elementary staff including teachers, associates, cooks, bus drivers	August 2011	PBIS Team	District	Professional Development Completed
Develop positive rules matrix	August 2011	PBIS Team	District	Workshop
Develop Incentive Program	August 2011	PBIS Team	District	End of year Evaluation
Monitor progress of implementation and evaluate activities	May 2012	PBIS Team	None	PBIS Minutes

Table 16:

**2011-2012  
Implementation of Activities Schedule**

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
Complete end of year ISEL, AIMSweb, Star Reading assessments	May 2011	K - 5		Yes	Grade Level Teams
Order of Saxon Math books	Summer 2011	3 - 4		No	Purchase Order
Purchase membership in Illinois Reading Council and International Reading Association	Summer 2011	K - 5		Yes	Purchase Order
Purchase school wide subscription to Starfall Reading and Math	Summer 2011	Lower Grades		No	Purchase Order
Purchase subscription to A-Z Reading	Summer 2011	4		No	Purchase Order
Provide incentive for students to participate in the summer reading programs at the Henderson County Library	August 2011	K - 5		Yes	Henderson County Library Program
Open House/School Kick Off	August 2010	K - 5	400	Yes	Evening
To collect data on summer reading use of the libraries, specifically 1 <sup>st</sup> and 2 <sup>nd</sup> Grade and compare Fall Star Reading results to overall class averages.	1 <sup>st</sup> Semester 2011 - 2012	1 - 2		Yes	Assessment
Complete beginning and end of year ISEL, AIMSweb, Star Reading assessments	August/September April/May 2011 - 2012	K - 5	Students	Yes	Assessment
Administer Learnia Assessments for students in Grades 3-5	November & April 2011- 2012	3 - 5	Students	No	Assessment
Monitor use of Accelerated Math and Star Math software	2011 - 2012	K - 5		Yes	Reports
Purchase of additional supplies in technology	2011 - 2012	K - 5		Yes	Purchase Order
Provide time for staff to identify and work on areas identified for improvement from the ISAT	2011 - 2012	2 - 5		No	Schedule
Training in use of technology	2011 - 2012	K - 5		Yes	In-service
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	Fall 2011	K - 5		Yes	Comparison to 09-10 school year
Muffins with Mom to discuss Reading Donuts with Dad to discuss Reading	Fall 2011	K - 2	Parents	No	Mornings
Family Movie Night	March 2012	K - 5	Families	Yes	Evening

Table 17:

**2011-2012  
Professional Development Activities**

<b>Activity</b>	<b>Month Year</b>	<b>Grade Level</b>	<b># of Anticipated Participant</b>	<b>School-wide Yes/No</b>	<b>Format</b>
<b>In-service staff on the correlation of grades in reading/language arts and student assessment</b>	Spring 2011	K - 5		Yes	Staff Meeting
<b>Continued support for those staff pursuing Nation Board Certification</b>	11 - 12	K - 5		No	Professional Development
<b>PBIS Team Training Tier I and Tier II</b>	Summer 2011	K - 5	8	No	Attend PBIS Training
<b>PBIS Training for all staff</b>	1/2 SIP Day August 2011	K - 5		Yes	In-service
<b>Increasing Reading Background knowledge</b>	1/2 SIP Day August 2011	K - 5		Yes	In-service
<b>Review of ISAT Data from 10-11 assessment with individual scores being reviewed and individual plans for those students needing assistance being developed</b>	August 17 2011	K - 5		Yes	In-service
<b>Wireless Technology Update</b>	August 18 2011	K - 5		Yes	In-service
<b>Software Technology Update</b>	August 19 2011	K - 5		Yes	In-service
<b>Interactive Math Workshop</b>	September 20 2011	K - 5		Yes	In-service
<b>Reading and Extended Reading Response Workshop</b>	October 19 2011	2 - 5		No	In-service
<b>ISAT Math and extended response</b>	November 17 2011	K - 5		Yes	In-service
<b>Assessment workshop and Gallery Walk of elementary data</b>	January 11 2011	K - 5		Yes	In-service
<b>Reading and alignment to the Common Core/Reading ISAT assessments</b>	February 16 2012	K - 5		Yes	In-service
<b>ISAT Workshops through ROE</b>	2011 - 2012	3 - 5		No	Workshops
<b>Teaching strategies for low income students--Under Resourced Learners by Ruby Payne</b>	2011 - 2012	K - 5		Yes	In-service
<b>In-service on use of technology in the classroom (Promethean Boards, Elmo, etc...)</b>	2011 - 2012	K - 5		No	In-service

## **V. REFLECTION, EVALUATION, REFINEMENT**

### **V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE**

- Will meet monthly on the first and third Monday of each month to discuss our progress.

### **V.2 MONITORING**

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

### **V.3 COMMUNICATION PLAN**

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