State of the District

Westchester School District 92½

March 7, 2017

Every Kid Needs a Champion

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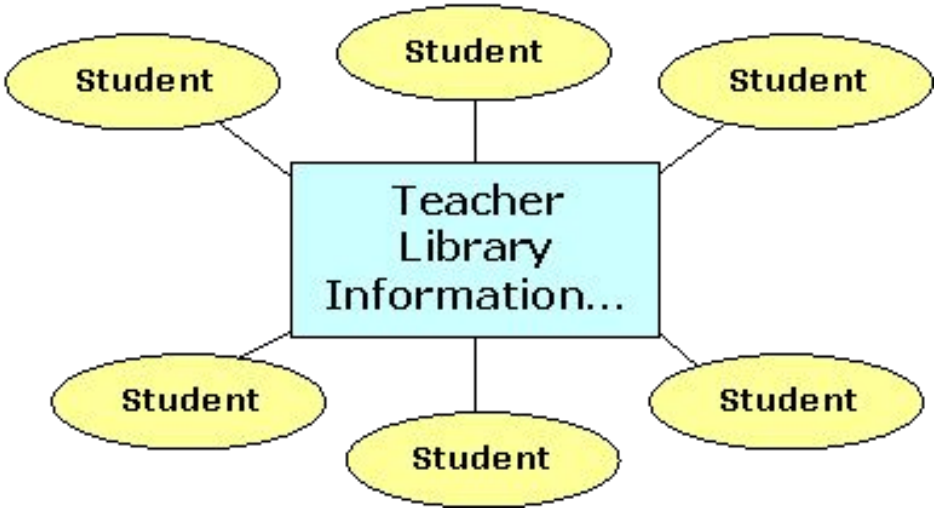
Post Your Questions/Comments on our Padlet

Padlet



"Don't <u>limit</u> a child to your own learning,

for he was born in another time."

-Rabbinical saying

In an inquiry-based learning environment, the teacher's job is not to provide knowledge but to help students along their process of discovering knowledge.

Introduction

Vision

Westchester Public School District 92½, will provide every student with a well-rounded education empowering them to become the next generation of critical thinkers who will lead their communities.

Mission

Westchester Public School District 92½ , will apply inquiry-based strategies within the curriculum and foster a culturally responsive, caring and safe environment that addresses the instructional needs of all students while developing leadership skills and opportunities.

Inquiry Based Learning Projects

What is IBL?

- **A framework for teaching leading to students who:**
  - **are responsible**
  - **are resourceful**
  - **are persistent critical thinkers who know how to learn**
  - **know how to work well with others**
  - **are problem solvers**
  - **communicate well**
  - **manage time and work effectively**
  - **are open to possible failure at times**
  - **can weigh sources for importance and credibility**
  - **are open to and utilizes critical feedback**

Inquiry-based learning - 21st Century learning

What is 21st Century Learning?

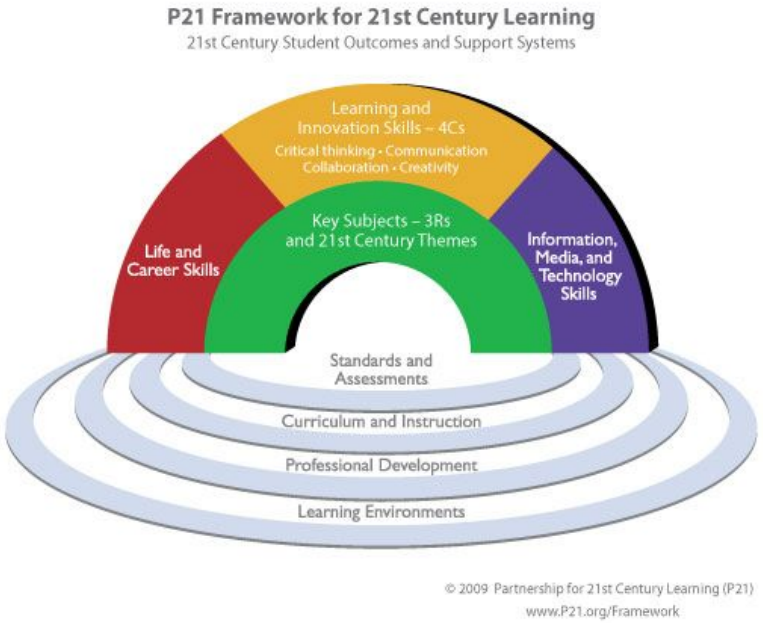
Collaboration

Critical thinking

Communication

Creativity

Cross-Cultural Understanding



Inquiry-based Learning
Culturally Responsive Teaching and Learning

CULTURAL RESPONSIVENESS DEPENDS ON EXAMINING:

- The prior experiences, backgrounds and cultural norms of our students;
- Ways to understand and use students' experiences as important and highly valuable resources;
- How students from diverse backgrounds learn best;
- How our own experiences, backgrounds and cultural norms (in and out of the classroom) influence or impact our work with youth.

Professional Development

Professional Development

District-wide professional development

- Inquiry-based Learning
- Culturally Responsive Teaching and Learning
- Fountas and Pinnell Reading Assessment Training and Implementation

Building based professional development

- Faculty meetings - PD designed based on building needs by Principal and Specialists
- Professional Learning Teams - identify particular instructional needs and determine their team's PD - professional reading, websites, webinars, blogs
- Instructional Coaches (Specialists) - provide individual PD or small group PD dependent on identified needs

Individualized Professional Development

- Out of district Conferences and Independent Professional Development

Professional Development

District-Wide

- Partnership with Mindquest 21/Illinois Consortium for 21st Century Schools
  - Gradual Release of Responsibility Model
  - Year 3 - Specialists provide instructional coaching support for teachers/teams & new staff trained through Mindquest 21
  - Application 2017
  - Year 4 + - Specialists conduct all IBL training for new hires and continue coaching
- Institute Days in October and November - offered a menu of choices for staff to attend
  - Math workshop & Math Talks
  - Anderson's BookShop
  - ELA & Writing Workshop Models
  - CPR/AED Training
  - Creating Meaning and Active Engagement for Students on the Autism Spectrum
  - New Social Studies Standards
  - IBL Development Time
  - Next Gen Science Standards for K-5
  - Science Notebooking
  - Google Drive
  - Google Apps for Education
  - Sensory Processing and the Challenges as it Relates to Performing Everyday Tasks

Professional Development

Building Based

- Based on need of buildings - some examples below
  - The Brain and Fluency
  - Technology sharing
  - Math Workshop & Guided Math
  - Number Talks
  - Guided Reading and Guided Reading Plus
  - ELA workshop models
  - Writing Workshop
  - Sharing of Science Curriculum Maps
  - Sharing of Technology Curriculum Maps

Outside District Professional Development - Individualized

Guided Math

Writing Workshop

West 40 Science & Social Studies

Guided Reading with Jan Richardson

Comprehensive Literacy Institute

Oral Communication in Math

Coaching Training

Donalyn Miller Workshop

Cultivating Strong Writers

Social Studies Conference

Co-teaching

ICE Conference

Strategies to Strengthen Writing

Strategies for STEM Learning

Illinois Association for Gifted Conference

Math Coaching Conference

Effective Writer's Workshop

Writing for Fun

Curriculum 2016-17

Where are we? What will the future look like?

- Current curriculum maps for ELA, Math, Science, and Technology
  - Access through google docs
- Create a curriculum renewal cycle for all areas
  - Curriculum = maps
  - Resources = books, etc.

Curriculum 2016-17 ~ Continued

- March - Math Curriculum Committee K-8
  - Pedagogy review of best practices
  - Looking over possible pilot materials
  - Possible purchase for 2017-18
  - PD for implementation 2017-18
- Science at Middle School
  - Pedagogy review and school visits
  - PD through West 40 for new standards
  - Looking at materials for MS and purchase for 2017-18

English/ Language Arts

Essential Questions	Standards	Content	Skills	Assessments	Culturally Relevant Strategies
How do I prove I understand what I read?	RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	background knowledge, summarize, inference, characters, character traits, character actions, text evidence, illustrations, text features, details, stanza, scene, chapter, dramas, genres, characteristics, main idea, key events, search tools (sidebars, hyperlinks...)	recount/retell, identify, ask and answer questions, describe character traits, locate evidence, sequence, explain, refer, write, speak, determine, demonstrate	Conferencing, Checklists, Rubrics (Analytical/Holistic), AimsWeb, Fountas & Pinnell, Running Records, Writing Responses, Exit Slips, Self-Assessments, Turn and Talk, Graphic Organizer, Reflection, Portfolio, MAP data, Informal Observations, Anecdotal Notes, IBL, Small Groups, Quick Checks, Journal Writing, Formal Assessment 9/30/2016	Think-Pair-Share, Turn and Talk, Student Notebooks, Journal Entries, Portfolios, Literature Circles, Book Clubs, Cooperative Learning, Diverse Reading Materials, Reader's Theater, Book Buddies

Math

Essential Questions	Standards	Content	Skills	Vocabulary	Assessments	Culturally Relevant Strategies
What real-life situations require the use of multiplication or division? How does the position of a digit in a number affect its value, and how can the values of digits be used to compare two numbers? How are the factors of a number deb	4.OA.A.1 - Use the four operations with whole numbers to solve problems ~ Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.A.2 - Use the four operations with whole numbers to solve problems ~ Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1	Flexible methods of computation involve grouping numbers in strategic ways. Multiplication equations can show comparisons. When to apply single equations or more than one equation using manipulatives, and/or diagrams to represent multiplicative comparison.	Translate comparative situations into drawings and equations with a symbol for the unknown and unknowns in all 3 locations. Solve word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number and unknowns in all 3 locations.	multiplicative comparison additive comparison standard form written form expanded form factor	Informal and Formal assessments focusing on multiplication and division concepts. ISBE links: http://www.livebinders.com/play/play?id=953710 (click on 4th grade / Unit 1 Multiplication and Division Concepts/ Assessments 9/30/2015	Have students write multiplication and division sentences relating to their own family unit. Include grandparents and extended family who may not live in the same home. Incorporate cultural aspects to include include as well. Incorporate technology by having them do a Google presentation to the class.

Technology Curriculum Map

Essential Questions	NETS - Standard	Skills	Assessments	I R M	Vocabulary
1. Creativity & Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	a. Apply existing knowledge to generate new ideas, products, or processes	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher) **Set specific skills/tools at a later date Mastery of tools in Google Apps for Education (GAFE) (P.E.) Portfolio skills: Ability to recognize "best work",and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Ability to create and insert tables, charts, and graphs Website design; coding			
	b. Create original works as a means of personal or group expression	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher) Mastery of tools in Google Apps for Education (GAFE) (P.E.) Portfolio skills: Ability to recognize "best work",and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Ability to create and insert tables, charts, and graphs Website design; coding			
	c. Use models and simulations to explore complex systems and issues	Portfolio skills: Ability to recognize "best work",and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Website design; coding			
	d. Identify trends and forecast possibilities	Portfolio skills: Ability to recognize "best work",and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process; Coding			
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media	Mastery of tools in Microsoft Office Suite (Word, Excel, PowerPoint, Publisher) Mastery of tools in Google Apps for Education (GAFE) (P.E.) Portfolio skills: Ability to recognize "best work",and build a portfolio using technology. The student will be able to compose a unique cloud presentation that reflects the students' best work in art through a self-reflective process. Ability to distinguish between credible and non-credible sources Website design; coding			

Technology Curriculum Rubric

- **This was created 2015-16**

Technology Integration Assessment Rubric[123]

Criteria	4	3	2	1
Curriculum Goals & Technologies (Curriculum-based technology use)	Technologies selected for use in the instructional plan are strongly aligned with one or more curriculum goals.	Technologies selected for use in the instructional plan are aligned with one or more curriculum goals.	Technologies selected for use in the instructional plan are partially aligned with one or more curriculum goals.	Technologies selected for use in the instructional plan are not aligned with any curriculum goals.
Instructional Strategies & Technologies (Using technology in teaching/ learning)	Technology use optimally supports instructional strategies.	Technology use supports instructional strategies.	Technology use minimally supports instructional strategies.	Technology use does not support instructional strategies.
Technology Selection(s) (Compatibility with curriculum goals & instructional strategies)	Technology selection(s) are exemplary, given curriculum goal(s) and instructional strategies.	Technology selection(s) are appropriate, but not exemplary, given curriculum goal(s) and instructional strategies.	Technology selection(s) are marginally appropriate, given curriculum goal(s) and instructional strategies.	Technology selection(s) are inappropriate, given curriculum goal(s) and instructional strategies.
"Fit" (Content, pedagogy and technology together)	Content, instructional strategies and technology fit together strongly within the instructional plan.	Content, instructional strategies and technology fit together within the instructional plan.	Content, instructional strategies and technology fit together somewhat within the instructional plan.	Content, instructional strategies and technology do not fit together within the instructional plan.

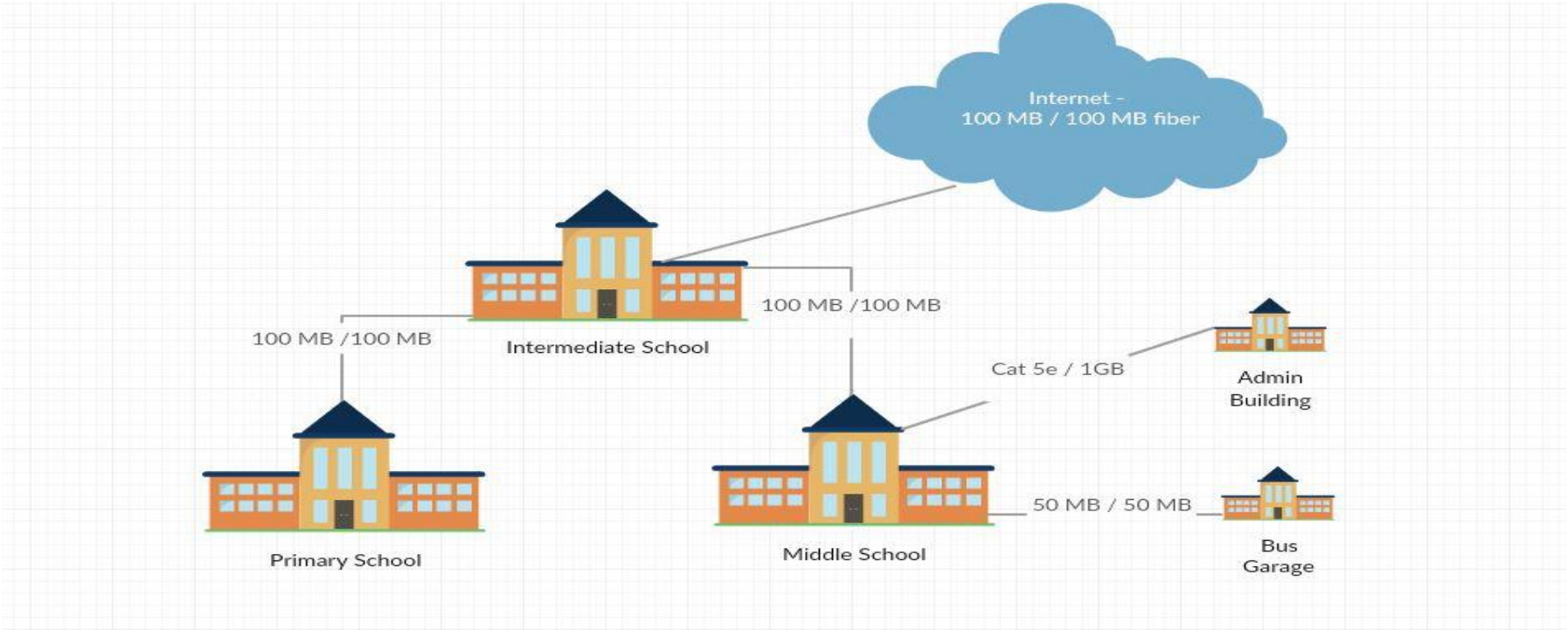
Technology Network Overview

Westchester School District 92 ½

5 network locations connected via Comcast fiber 100MB (up/down) and Cat 5e

- Intermediate School connected to Internet via fiber 100MB
- Middle School connected to Intermediate School via fiber - 100MB
- Primary School connected to Intermediate School via fiber - 100MB
- Bus Garage connected to Middle School via fiber - 50MB
- Admin building connected to Middle School via Cat 5e - 1GB

Network Map


Internet -
100 MB / 100 MB fiber
100 MB /100 MB
Intermediate School
100 MB /100 MB
Cat 5e / 1GB
Admin
Building
Primary School
Middle School
50 MB / 50 MB
Bus
Garage

Intermediate School Network Overview

Dell SonicWall NSA 3600 firewall and web filter

Cisco 3560 core router

2 - Cisco switches

2 - HP switches

Cisco Wireless Controller with 30 Access Points

4 - virtual servers (application, active directory, print, ghost)

2 - physical servers (active directory backup, HVAC)

Middle School Network Overview

Cisco 3560 core router

10 - Cisco switches (including 1 in Bus Garage and 1 in Admin building)

4 - HP switches

Cisco Wireless Controller with 33 Access Points (1 in Bus Garage, 2 in Admin)

4 - virtual servers (application, active directory, print, ghost)

1 - physical servers (active directory backup)

Primary School Network Overview

Cisco 3560 core router

3 - Cisco switches

2 - HP switches

Cisco Wireless Controller with 23 Access Points

4 - virtual servers (application, active directory, print, ghost)

Intermediate School Technology Overview

Staff devices

52 - HP ProBook 4330s laptops running Windows 7

Student devices

46 - classroom computers - HP ProBook 4330s laptops running Windows 7

120 - Dell Latitude 3150 laptops running Windows 7 (3 Carts of 30 plus 30 in the lab)

25 - Chromebooks (1 Cart)

Middle School Technology Overview

Staff devices

51 - HP ProBook 4330s laptops running Windows 7

Student devices

83 - classroom computers - HP ProBook 4330s laptops running Windows 7

120 - Dell Latitude 3150 laptops running Windows 7 (2 Carts of 30 plus 30 in the lab and 30 in the library media center)

Primary School Network Overview

Staff devices

46 - HP ProBook 4330s laptops running Windows 7

Student devices

58 - classroom computers - HP ProBook 4330s laptops running Windows 7

60 - Dell Latitude 3150 laptops running Windows 7 (2 Carts of 30)

26 - Dell 6200 Desktop computers in the lab

Technology Systems

Google Suite for Education (gmail, gdrive, etc) for students and staff

Student Information System - eSchool

Financial system - eFinance and DCR

Students and Staff Messenger system - School Messenger

Student lunch system - MealTime

Staff attendance system - AESOP Online Management

Technology Systems

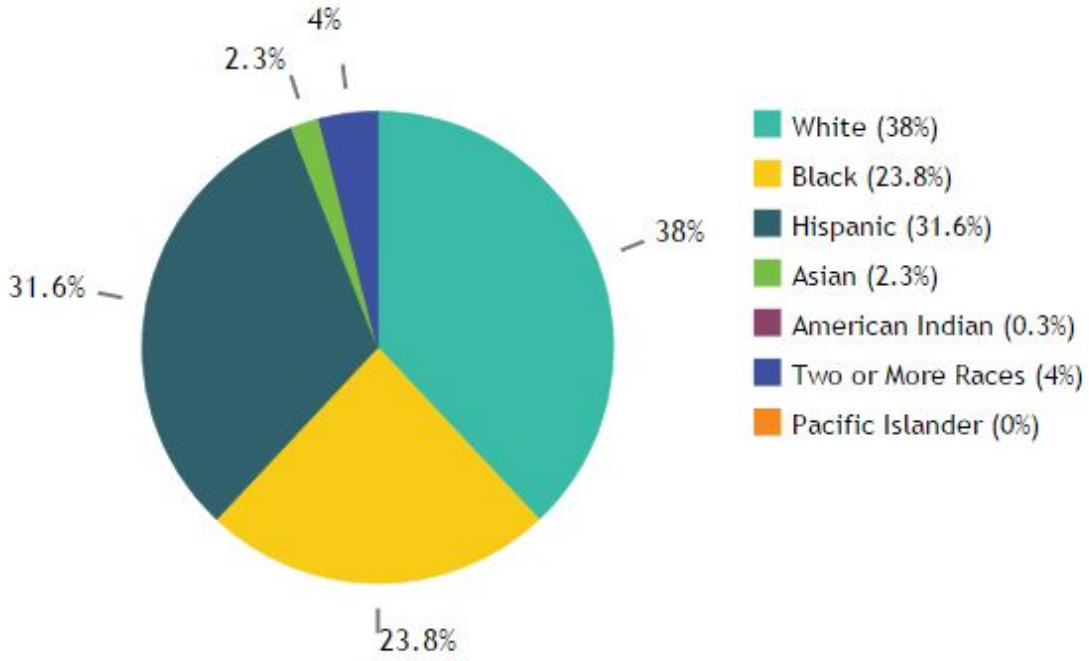
WebSite Management System - Edlio

Edlio web statistics - July 1, 2016 - February 27, 2017

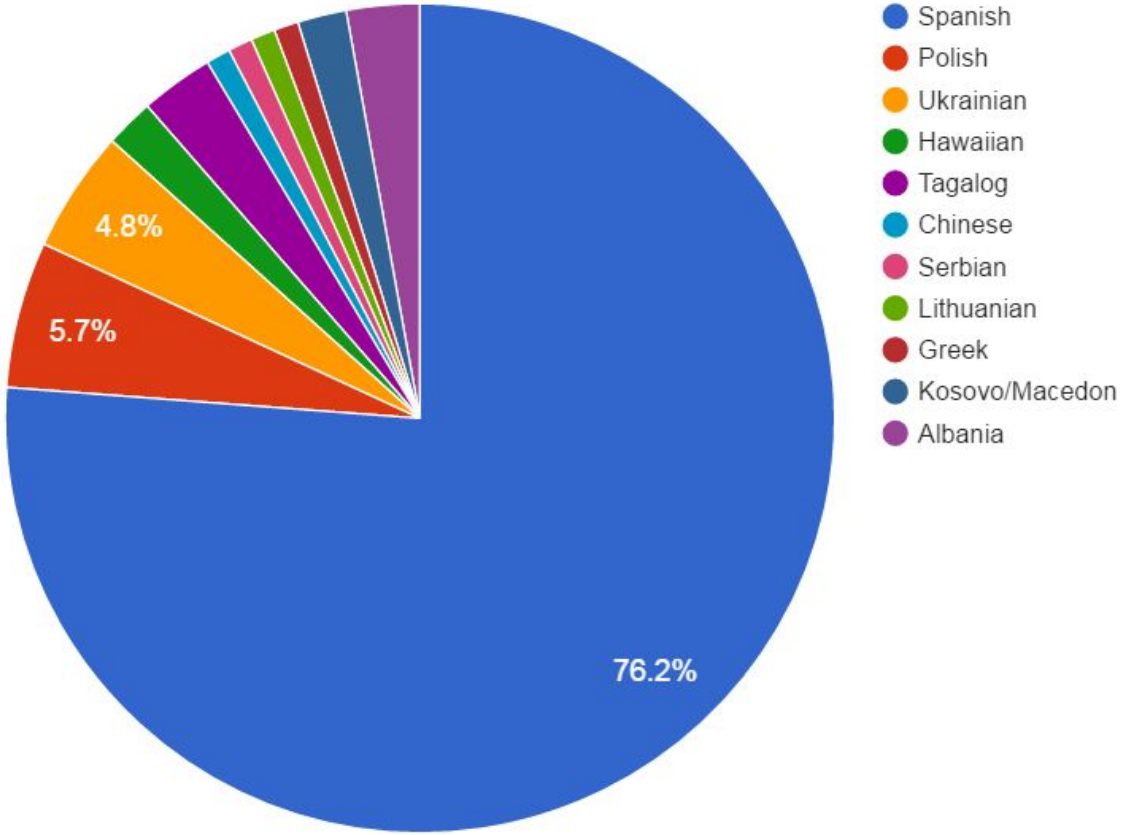
- District website - sd925.org - 425144 hits
- Primary website - primary.sd925.org - 81836 hits
- Intermediate website - intermediate.sd925.org - 67349 hits
- Middle website - middle.sd925.org - 169047 hits

English Language Learners Programming

Diversity of Westchester Students



Languages Served



English Language Learners

Transitional Bilingual Program (TBE)

- An attendance center with an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students

Transitional Program of Instruction (TPI)

- Offered to students who speak all other languages
- ESL instruction
- Must have native language support if within a building that houses 20 or more students from the same language group

Current Program Model

For 2017-18 school year need to implement a Spanish bilingual component (both a part-time model and a full- time model) at WPS and WIS due to more than 20 students of one language in the building. Those who just receive ESL must have native language support made available to them.

- 35 students at WPS (K-2) - receive pull out ESL services only for 20 minutes per day. Students who speak Spanish qualify for a full-time Transitional Bilingual Program or a part-time Transitional Bilingual Program. 15 more preschool ESL students
- 47 students at WIS - some receive ESL service from the classroom teacher, some receive ESL pull-out from the ESL teacher, some receive ESL pull-out and Bilingual pull-out from the ESL/Bil teacher.
- 8 students at WMS - all receive push-in service and 1 receives pull-out services English only no bilingual instruction only Spanish translation if needed

TBE Part-time Placement Criteria for Kindergarten and Grades 1-12

The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:

Grade Level	Part-time English Language Proficiency Range
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1st Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs® but not English proficient*
First Grade – Second semester through 12th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs® but not English proficient*

Effective January 1, 2014:

*A student who has not met the state English proficiency definition (available at www.isbe.net/bilingual) is an English learner (EL).

What is Full-Time TBE?

Full-Time Transitional Bilingual Education requires:

• Content area instruction: – Instruction in both English and native language for ALL core academic subjects at school (language arts, math, science, and social studies) – Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents and in the history and culture of the United States

• English as a Second Language (ESL)

What is Part-Time TBE?

Part-Time Transitional Bilingual Education requires:

• Content area instruction: – Components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. – Parts of the full-time program are provided to ELs according to students' needs. – Daily instruction in English and in the home language as determined by student's needs.

• English as a Second Language (ESL)

Why we need to change our program...

Based on ACCESS scores from 2016 we have about 30 or more students from WIS and WPS who need a full time Transitional Bilingual Program (TBE) placement.

- 14 of the 30 are current first grade students that are not receiving any bilingual instruction.
- 9 of the 30 are second grade students who are not receiving bilingual instruction.
- The others are at WIS and some are receiving bilingual support with ESL instruction.
- This does not include any kindergarten students since data was utilized from the state ACCESS test given last year.

- We currently have 10 kindergarten ESL students (6 are Spanish speakers).
- We currently have 15 ESL students in our preschool programs with 11 of them being Spanish speakers.

Education Committee

Has explored Dual Language as a model to better meet the needs of our Spanish speaking population.

- Only service a small percentage of English speaking students

Has explored a FLES (Foreign Language in Elementary School) programming to offer foreign language to all students.

April 12th will have a parent information meeting about Dual Language at 6PM at WPS.

Instructional Specialists

Instructional Specialists

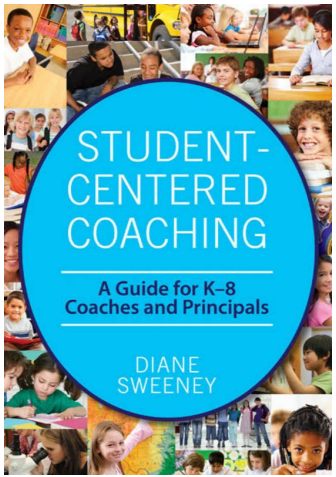
Westchester Primary School
Maggie Church
Lora Lafin
Christina Thomas

Westchester Intermediate School
Sarah Malcolm
Crystal McDowell
Laura Tevere

Westchester Middle School
Sally Kuhn
Becky Kocourek

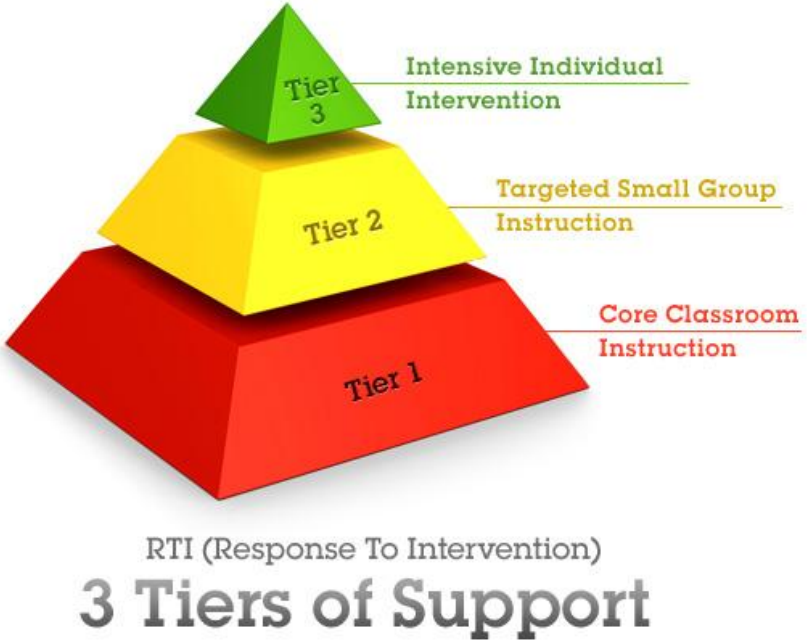
Activities For the 2016-17 School Year

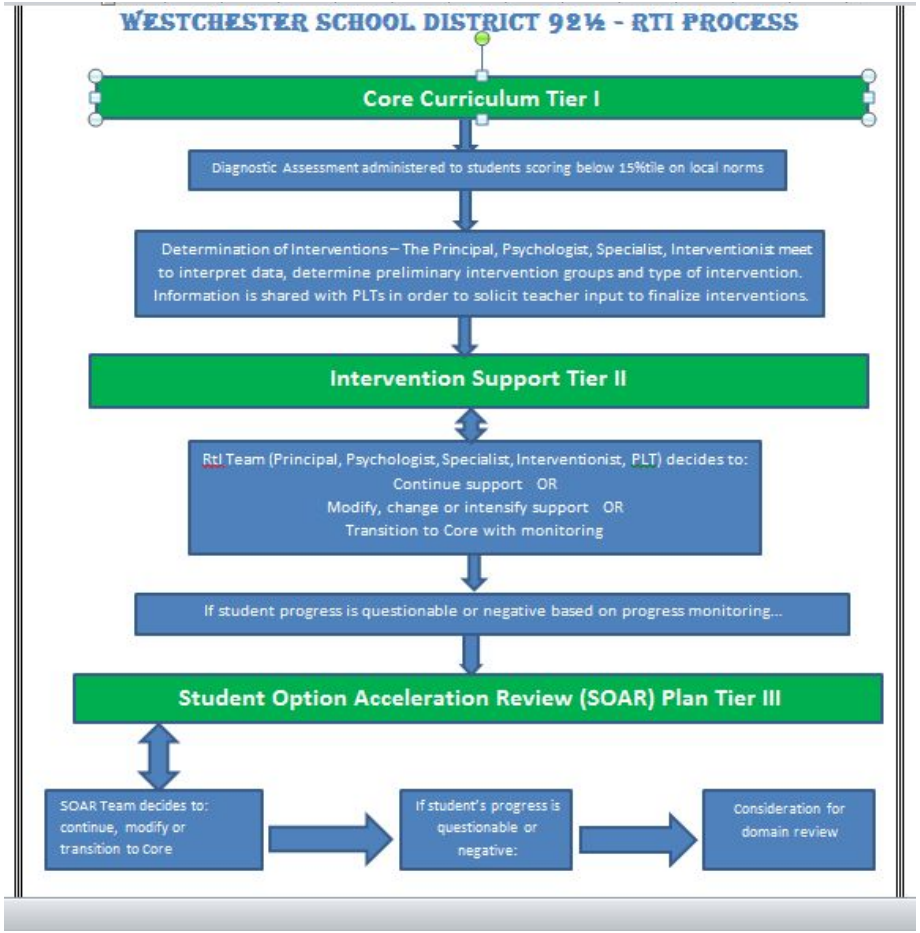
- Coaching professional development
- Out of district professional development
- Professional Book Study



- Looking at coaching cycles with teachers
- Instructional Rounds visit in Berwyn

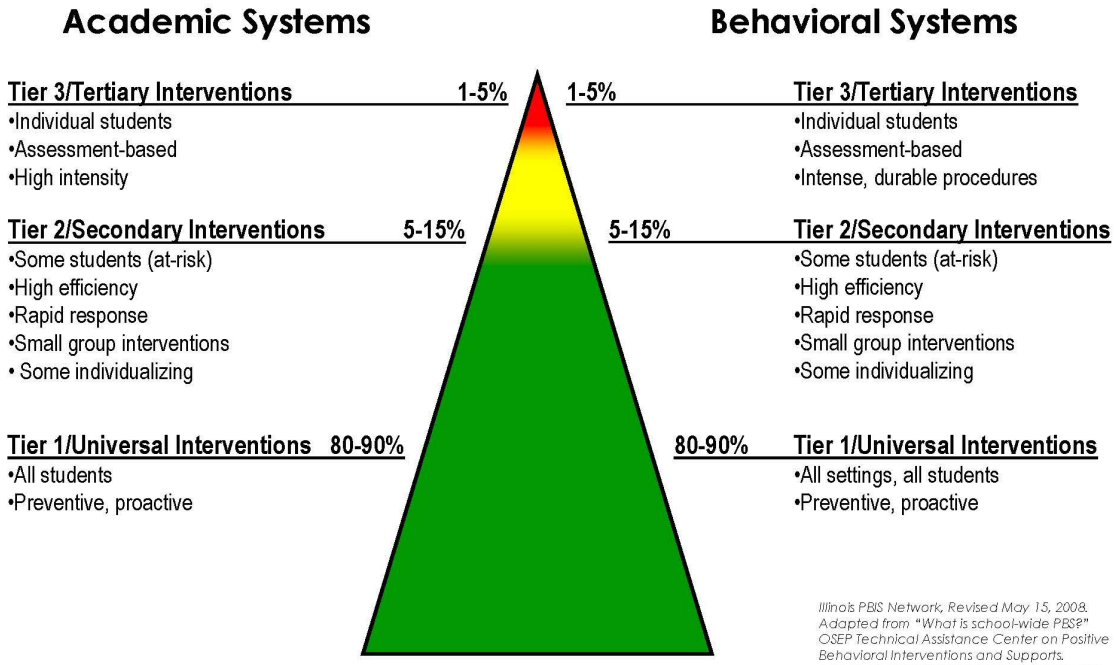
Response-To-Intervention





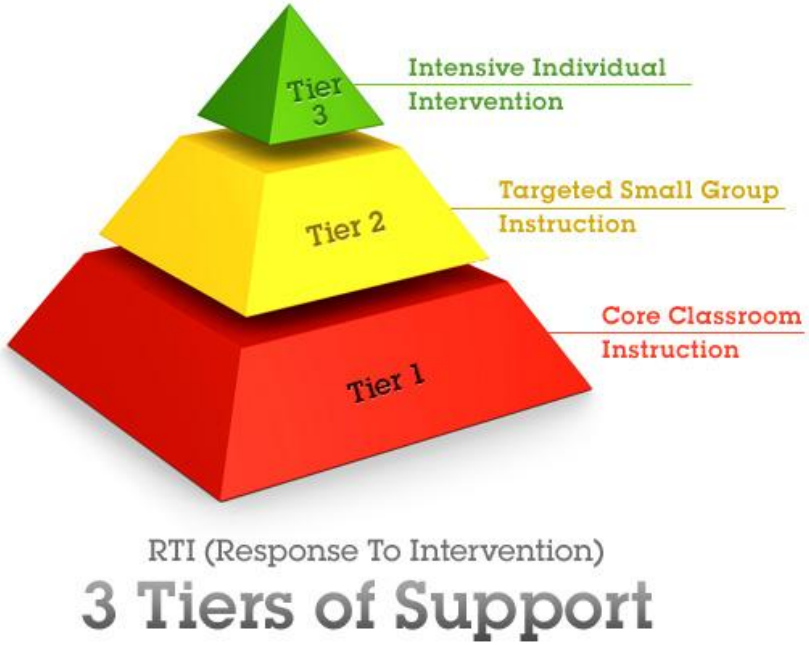
Discipline/Positive Behaviors, Interventions & Support

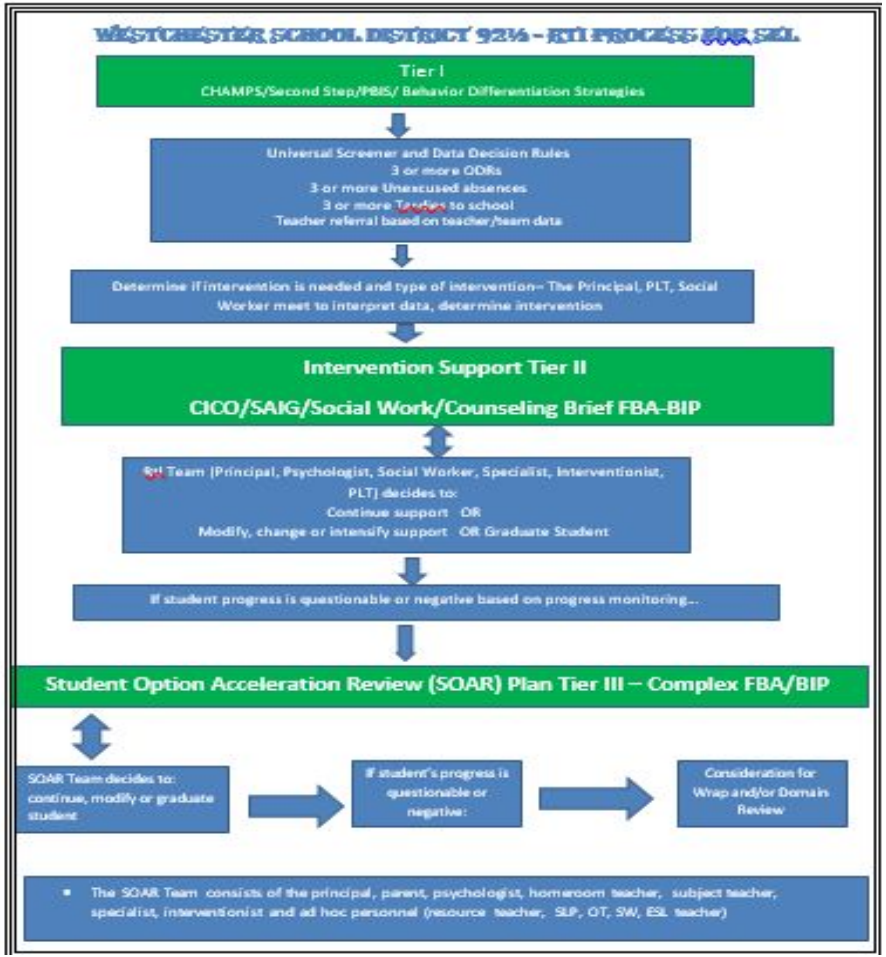
School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at http://pbis.org/schoolwide.htm

Response-To-Intervention



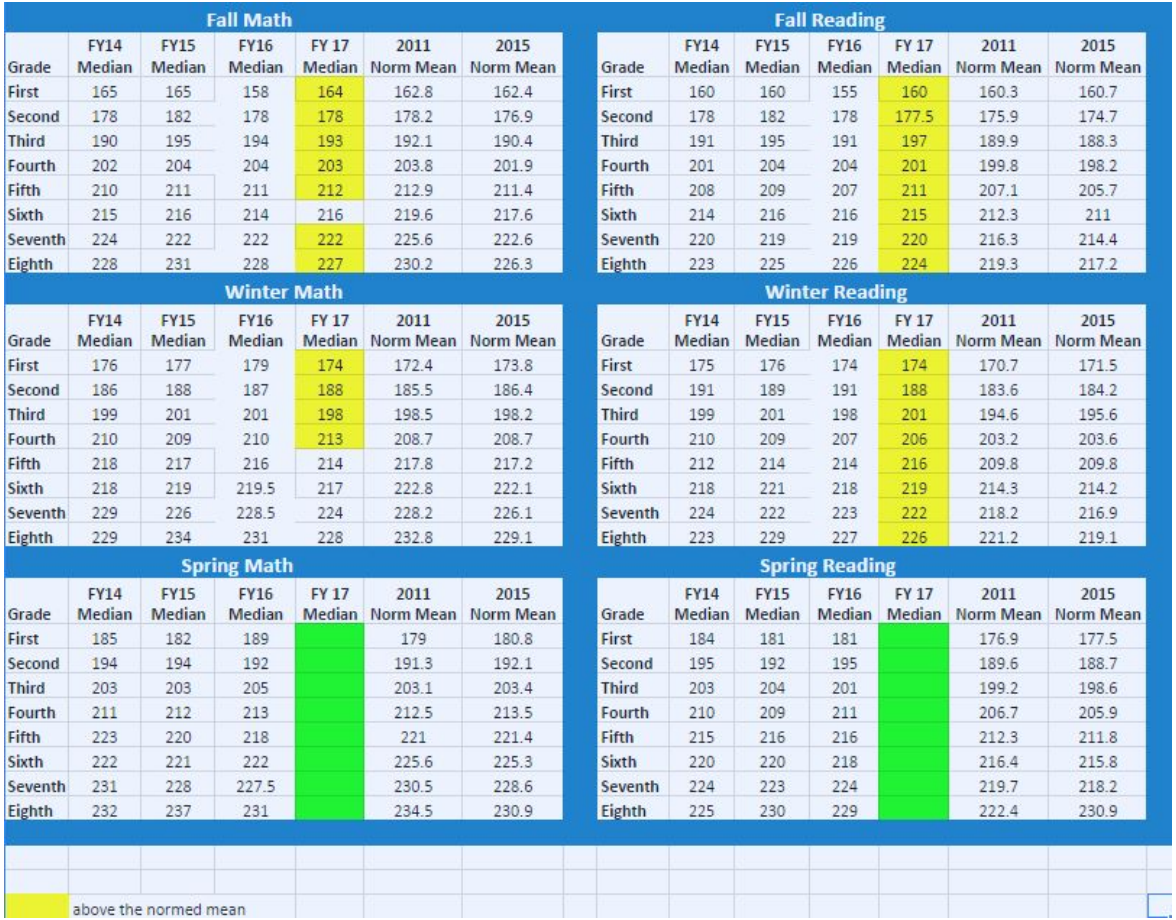


Assessment: MAP - Normed Means

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

Assessment: MAP



Fall Math

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	165	165	158	164	162.8	162.4
Second	178	182	178	178	178.2	176.9
Third	190	195	194	193	192.1	190.4
Fourth	202	204	204	203	203.8	201.9
Fifth	210	211	211	212	212.9	211.4
Sixth	215	216	214	216	219.6	217.6
Seventh	224	222	222	222	225.6	222.6
Eighth	228	231	228	227	230.2	226.3

Fall Reading

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	160	160	155	160	160.3	160.7
Second	178	182	178	177.5	175.9	174.7
Third	191	195	191	197	189.9	188.3
Fourth	201	204	204	201	199.8	198.2
Fifth	208	209	207	211	207.1	205.7
Sixth	214	216	216	215	212.3	211
Seventh	220	219	219	220	216.3	214.4
Eighth	223	225	226	224	219.3	217.2

Winter Math

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	176	177	179	174	172.4	173.8
Second	186	188	187	188	185.5	186.4
Third	199	201	201	198	198.5	198.2
Fourth	210	209	210	213	208.7	208.7
Fifth	218	217	216	214	217.8	217.2
Sixth	218	219	219.5	217	222.8	222.1
Seventh	229	226	228.5	224	228.2	226.1
Eighth	229	234	231	228	232.8	229.1

Winter Reading

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	175	176	174	174	170.7	171.5
Second	191	189	191	188	183.6	184.2
Third	199	201	198	201	194.6	195.6
Fourth	210	209	207	206	203.2	203.6
Fifth	212	214	214	216	209.8	209.8
Sixth	218	221	218	219	214.3	214.2
Seventh	224	222	223	222	218.2	216.9
Eighth	223	229	227	226	221.2	219.1

Spring Math

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	185	182	189		179	180.8
Second	194	194	192		191.3	192.1
Third	203	203	205		203.1	203.4
Fourth	211	212	213		212.5	213.5
Fifth	223	220	218		221	221.4
Sixth	222	221	222		225.6	225.3
Seventh	231	228	227.5		230.5	228.6
Eighth	232	237	231		234.5	230.9

Spring Reading

Grade	FY14 Median	FY15 Median	FY16 Median	FY 17 Median	2011 Norm Mean	2015 Norm Mean
First	184	181	181		176.9	177.5
Second	195	192	195		189.6	188.7
Third	203	204	201		199.2	198.6
Fourth	210	209	211		206.7	205.9
Fifth	215	216	216		212.3	211.8
Sixth	220	220	218		216.4	215.8
Seventh	224	223	224		219.7	218.2
Eighth	225	230	229		222.4	230.9

above the normed mean

Instructional Effectiveness Charts

Reading

	Spring 2015		Fall 2015		Spring 2016		Fall 2016	
	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
Gr 1	104/132	78.8%	42/104	40.4%	73/105	69.5%	75/123	61.0%
Tier 2	13/20	65.0%	0/12	0.0%	1/24	4.2%	2/22	9.1%
Tier 3	1/3	33.3%	0/0	N/A	1/10	10.0%	0/3	0.0%
Gr 2	84/141	59.6%	75/136	55.1%	110/137	80.3%	56/106	52.8%
Tier 2	3/26	11.5%	0/12	0.0%	2/12	16.7%	1/13	7.7%
Tier 3	0/6	0.0%	0/2	0.0%	2/3	66.7%	0/8	0.0%
Gr 3	76/124	61.3%	79/136	58.1%	81/137	59.1%	97/143	67.8%
Tier 2	8/38	21.1%	1/19	5.3%	3/25	12.0%	1/19	5.3%
Tier 3	0/1	0.0%	0/3	0.0%	0/3	0.0%	0/1	0.0%
Gr 4	69/110	62.7%	75/124	59.7%	91/129	70.5%	78/133	58.6%
Tier 2	1/17	5.9%	1/19	5.3%	5/21	23.8%	1/20	5.0%
Tier 3	0/5	0.0%	0/4	0.0%	0/4	0.0%	0/6	0.0%
Gr 5	79/124	63.7%	61/105	58.1%	68/105	64.8%	82/121	67.8%
Tier 2	1/22	4.5%	4/17	23.5%	3/21	14.3%	0/19	0.0%
Tier 3	0/2	0.0%	0/4	0.0%	0/4	0.0%	0/3	0.0%
Gr 6	67/115	58.3%	83/120	69.2%	76/124	61.3%	76/108	70.4%
Tier 2	2/20	10.0%	1/18	5.6%	2/19	10.5%	5/21	23.8%
Tier 3	0/3	0.0%	0/2	0.0%	0/5	0.0%	0/4	0.0%
Gr 7	105/141	74.5%	74/108	68.5%	73/107	67.6%	77/116	66.4%
Tier 2	13/34	38.2%	1/18	5.6%	4/13	30.8%	3/15	20.0%
Tier 3	0/0	N/A	0/2	0.0%	0/0	N/A	0/0	N/A
Gr 8	90/127	70.9%	91/128	71.1%	88/127	69.3%	70/109	64.2%
Tier 2	9/25	36.0%	3/22	13.6%	3/13	23.1%	3/18	16.7%
Tier 3	0/3	0.0%	0/0	N/A	0/0	N/A	0/0	N/A

Instructional Effectiveness Charts

Math

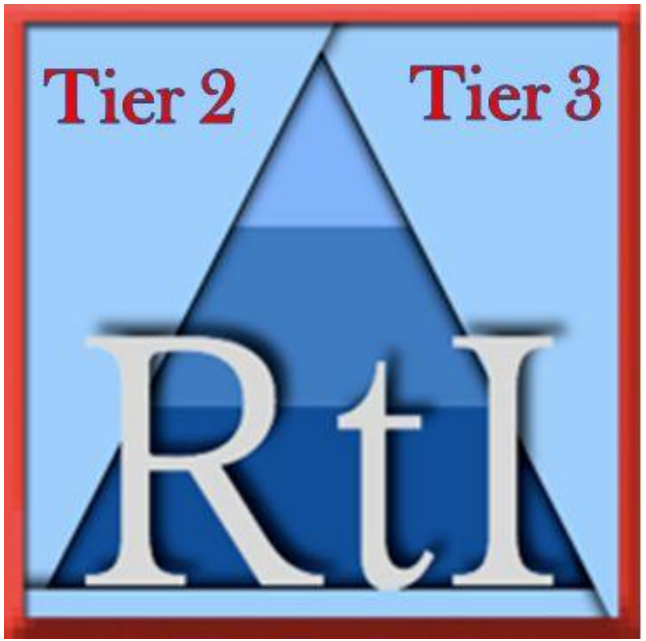
	Spring 2015		Fall 2015		Spring 2016		Fall 2016	
	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient	# of Students Proficient	% of Students Proficient
Gr 1	99/131	75.6%	29/104	27.9%	75/105	71.4%	76/123	61.8%
Tier 2	2/14	14.3%	0/12	0.0%	1/16	6.3%	0/15	0.0%
Tier 3	0/2	0.0%	0/0	N/A	0/5	0.0%	0/0	N/A
Gr 2	88/141	62.4%	71/136	52.2%	93/137	67.9%	59/107	55.1%
Tier 2	3/27	11.1%	0/12	0.0%	5/19	26.3%	0/11	0.0%
Tier 3	0/0	N/A	0/2	0.0%	1/3	33.3%	0/4	0.0%
Gr 3	63/124	50.8%	82/136	60.3%	77/137	56.2%	77/143	53.8%
Tier 2	1/35	2.9%	0/19	0.0%	0/23	0.0%	1/20	5.0%
Tier 3	0/2	0.0%	0/3	0.0%	0/3	0.0%	0/2	0.0%
Gr 4	71/110	64.5%	71/123	57.7%	60/132	45.5%	73/133	54.9%
Tier 2	1/19	5.3%	0/19	0.0%	0/19	0.0%	0/22	0.0%
Tier 3	0/3	0.0%	0/1	0.0%	0/1	0.0%	0/3	0.0%
Gr 5	76/123	61.8%	51/105	48.6%	38/105	36.2%	53/121	43.8%
Tier 2	0/25	0.0%	0/16	0.0%	0/20	0.0%	0/17	0.0%
Tier 3	0/2	0.0%	0/2	0.0%	0/3	0.0%	0/1	0.0%
Gr 6	56/115	48.7%	55/120	45.8%	60/124	48.4%	55/108	50.9%
Tier 2	0/20	0.0%	0/16	0.0%	0/18	0.0%	0/21	0.0%
Tier 3	0/0	N/A	0/0	N/A	0/0	N/A	0/0	N/A
Gr 7	83/141	58.9%	58/106	54.7%	57/106	53.8%	59/116	50.9%
Tier 2	3/28	10.7%	0/18	0.0%	0/18	0.0%	0/18	0.0%
Tier 3	0/0	N/A	0/0	N/A	0/3	0.0%	0/0	N/A
Gr 8	83/127	65.4%	72/128	56.3%	62/128	48.4%	55/109	50.5%
Tier 2	2/20	10.0%	1/22	4.5%	1/22	4.5%	0/17	0.0%
Tier 3	0/0	N/A	0/0	N/A	0/0	N/A	0/0	N/A

Instructional Effectiveness Charts

Reading

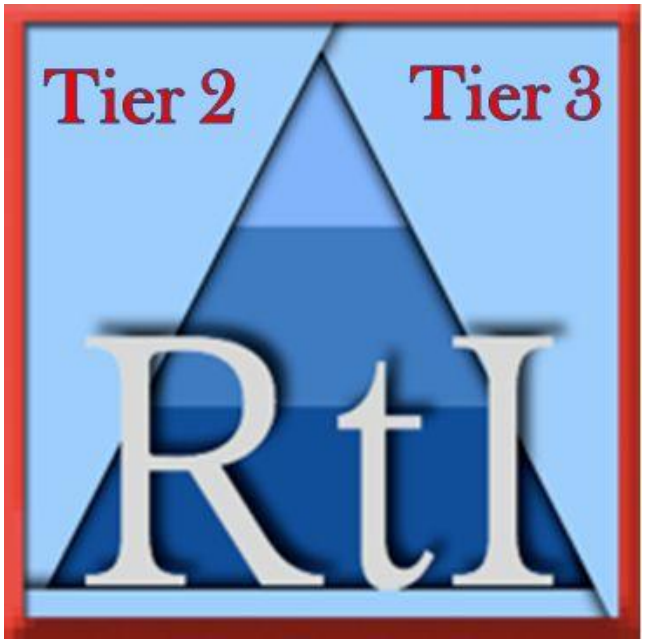
	Spring 2015		Fall 2015		Spring 2016		Fall 2016	
	Median RIT	Normed Mean	Median RIT	Normed Mean	Median RIT	Normed Mean	Median RIT	Normed Mean
Gr 1	181.0		155		181.0		160.5	
Tier 2	174.5	177.5	146	160.7	167.0	177.5	147.0	160.7
Tier 3	172.0		N/A		155.0		140.0	
Gr 2	189.6		178		195.0		177.5	
Tier 2	178.0	188.7	161.8	174.7	178.0	188.7	148.0	174.7
Tier 3	170.5		146		167.0		148.0	
Gr 3	203.0		191		201.0		197.0	
Tier 2	194.0	198.6	175.0	188.3	180.5	198.6	176.0	188.3
Tier 3	181.0		160.0		179.0		149.0	
Gr 4	208.0		204.0		211.0		201.0	
Tier 2	201.0	205.9	191.0	198.2	200.5	205.9	184.5	198.2
Tier 3	182.0		175.0		185.5		181.5	
Gr 5	216.0		207.0		216.0		211.0	
Tier 2	208.0	211.8	207.5	205.7	206.0	211.8	194.0	205.7
Tier 3	185.5		180.5		195.5		186.0	
Gr 6	220.0		216.0		217.5		215.0	
Tier 2	204.0	215.8	200.5	211.0	202.0	215.8	204.0	211.0
Tier 3	200.0		178.0		195.0		191.5	
Gr 7	223.0		219.0		224.0		220.0	
Tier 2	216.0	218.2	203.5	214.4	211.5	218.2	205.0	214.4
Tier 3	N/A		190.5		N/A		N/A	
Gr 8	230.0		226.0		220.1		223.0	
Tier 2	220.0	220.1	215.0	217.2	218.5	220.1	207.5	217.2
Tier 3	206.0		N/A		N/A		N/A	

Median RIT Score by Tier



Instructional Effectiveness Charts								
Math								
	Spring 2015		Fall 2015		Spring 2016		Fall 2016	
	Median RIT	Normed Mean	Median RIT	Normed Mean	Median RIT	Normed Mean	Median RIT	Normed Mean
Gr 1	179.0		157.5		189.0		162.7	
Tier 2	170.5	182.0	141.0	162.4	166.0	180.8	142.0	162.4
Tier 3	155.0		N/A		153.0		N/A	
Gr 2	191.3		177.0		192.0		178.0	
Tier 2	178.0	194.0	158.9	176.9	181.0	192.1	158.0	176.9
Tier 3	N/A		146.0		174.0		165.0	
Gr 3	203.0		194.0		205.0		193.0	
Tier 2	190.0	203.1	179.0	190.4	186.0	203.4	181.0	190.4
Tier 3	182.5		170.0		179.5		175.5	
Gr 4	212.0		204.0		213.0		203.0	
Tier 2	202.0	212.5	187.0	201.9	201.0	213.5	188.0	201.9
Tier 3	186.0		155.0		201.0		180.0	
Gr 5	220.0		211.0		218.0		212.0	
Tier 2	208.0	221.0	197.0	211.4	204.5	221.4	195.0	211.4
Tier 3	187.5		180.0		196.0		201.0	
Gr 6	221.0		214.0		221.0		216.0	
Tier 2	204.0	225.6	201.0	217.6	204.0	225.3	202.5	217.6
Tier 3	N/A		N/A		N/A		N/A	
Gr 7	228.0		222.0		227.0		221.5	
Tier 2	216.0	230.5	200.0	222.6	207.0	228.6	204.5	222.6
Tier 3	N/A		N/A		201.0		N/A	
Gr 8	237.0		228.0		231.0		227.0	
Tier 2	223.0	234.5	212.5	226.3	218.0	230.9	203.0	226.3
Tier 3	N/A		N/A		N/A		N/A	

Median RIT Score by Tier



Growth of Intervention Students During the School Day - Avg. Growth Fall 2015 to Winter 2016

Grade Level	Tier 2 Reading	Tier 2 Math	Tier 3 Reading	Tier 3 Math
1st Grade	15.5 point growth	29.6 point growth	-----	-----
2nd Grade	17.5 point growth	13.2 point growth	24.5 point growth	20 point growth
3rd Grade	7 point growth	8.6 point growth	21.3 point growth	7 point growth
4th Grade	4.8 point growth	10 point growth	11 point growth	42 point growth
5th Grade	0.4 point growth	3.6 point growth	8.3 point growth	15 point growth
6th Grade	1 point growth	1.2 point growth	7 pt growth	-----
7th Grade	7.3 point growth	4.6 point growth	-----	3 point growth
8th Grade	4 point growth	4 point growth	-----	-----

Growth of Intervention Students During the School Day - Avg. Growth Fall 2016 to Winter 2017

Grade Level	Tier 2 Reading	Tier 2 Math	Tier 3 Reading	Tier 3 Math
1st Grade	14 point growth	14 point growth	8 point growth	17 point growth
2nd Grade	12 point growth	14.5 point growth	11 point growth	14 point growth
3rd Grade	10.7 point growth	9.2 point growth	58.0 point growth	16 point growth
4th Grade	3.2 point growth	10.6 point growth	1.7 point growth	14.3 point growth
5th Grade	8.5 point growth	7.3 point growth	11.3 point growth	-2 point growth
6th Grade	2.5 points growth	2.5 points growth	6 pts growth	-----
7th Grade	4 points growth	2.5 points growth	-----	-----
8th Grade	4 points growth	6 points growth	-----	-----

Before & After School Interventions

- **Approximately 10 students per grade level are chosen to participate in before or after school interventions (5 for math and 5 for reading).**
- **Students are chosen based on test scores and input from classroom teachers and interventionists.**
- **Students are initially identified as candidates for before and after school interventions by looking at students whose MAP test scores fall just below the grade level cut scores set forth by NWEA.**
- **Concepts covered during intervention time are based on data gathered from test scores and teacher/interventionist observations.**

Growth of Intervention Students Before/After the School Day - Average Growth 2017

Grade Level	Reading	Math
1st Grade	12 point growth	24 point growth
2nd Grade	12 point growth	15 point growth
3rd Grade	Program in progress	8.3 point growth
4th Grade	Program in progress	8.9 point growth
5th Grade	Program in progress	4.2 point growth
6th Grade	1 point growth	6 points growth
7th Grade	6 points growth	2 points growth
8th Grade	1 point growth	-----

Programs for Preschool Children

The Earlier the Intervention, the Better

- **The mission of Illinois' Early Intervention is to assure that families who have infants and toddlers, birth to three, with diagnosed disabilities, developmental delays or substantial risk of significant delays receive resources and supports that assist them in maximizing their child's development.**
- **Since July 2016, approximately 16 children who live within the Westchester School District have turned 3 and have either been released from EI services or have had transition meetings to discuss whether or not they will be evaluated for Special Education services.**

Preschool Screenings

- Screenings are conducted 3 times a year for children ages 3-5.
- The screening tool that is used is designed to identify young children who need further testing or who need help with academic skills. The tests include a child's motor skills (skipping, jumping, cutting, writing), conceptual skills (knowledge of colors, counting), and language skills (knowledge of letters and words, ability to solve problems).
- The skills measured are proven to help predict a child's success in the classroom.
- The screener provides scores that show how the child's developmental skills compare with those of a national norm group.
- The results of the screener may indicate the need for a complete evaluation.

The Evaluation for Special Education

- An evaluation is the beginning step in the Special Education process for a child with a suspected disability.
- Before a child can receive special education and related services for the first time, an individual evaluation of the child must be conducted to see if the child has a disability and is eligible for special education and related services.
- Approximately 15 of the children transitioning from EI services have been found to have disabilities. The children typically qualify under the disabilities of Developmental Disability or Speech and Language Impairment.

Continuum of Services

When children qualify for Special Education services, the continuum of services, which identifies various service delivery models the district offers is discussed.

The delivery models for Preschool students include:

- ❑ **Drop in Speech services - 6 Students**
- ❑ **Preschool for All Program - 39 Students**
- ❑ **Early Childhood Special Education - 24 Students**

Special Education for Students in Grades K-8

Classrooms and Services Within the District

- There are currently 5 “Self-Contained” special education classrooms throughout the district. This number will change to 6 for the next school year!
- Each grade has a Resource/Intervention Teacher who pulls students out or pushes into the general education classrooms to work with students who have IEPs.
- There are currently 2 full-time district and 2 part-time SLPs. This number will be changed to 3 full-time SLPs next year.
- There are currently 3 full-time Social Workers.
- The School Psychologist, Occupational Therapists and Physical Therapist are purchased through LADSE.

LADSE Multi-District Programs

- Multi-Needs classrooms- We began the year with 6 students attending programs in Darien, Brookfield and Clarendon Hills. One of the students returned to WMS.
- CD (Communication Development)- 10 students are currently attending programs in Lyons, Brookfield and Western Springs.
- ED (Emotional Disability - We began the year with 6 students attending programs in Westchester and Lyons. One of the students slowly transitioned back to WMS.
- Phonological Program- We began the year with 4 students attending the program in Western Springs. 2 students were exited from the program but 2 more students were recently added.

Therapeutic Day Schools

We began the year with 7 of our students enrolled in therapeutic day schools. One of our students was brought back and began at WMS. Two students were placed in therapeutic facilities during the year. There are currently 8 students in therapeutic day schools which include:

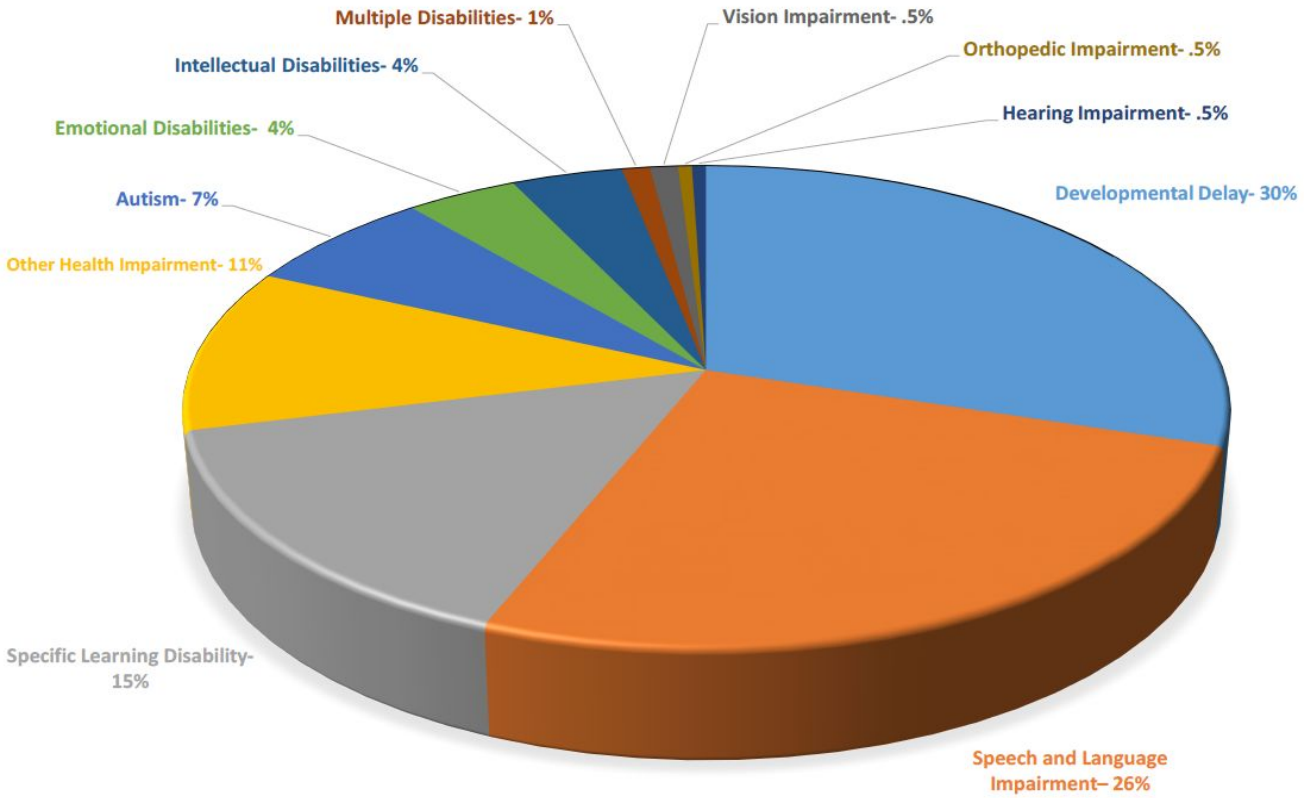
- **Helping Hands, Countryside**
- **SEAL, Lombard**
- **Elim Christian School, Palos Heights**
- **Soaring Eagle, Lombard**
- **Laureate Day School, Arlington Heights**

Students with Disabilities

- **Approximately 18% of students in PreK-8th grade have been identified as students with disabilities.**

- **Over half of the students identified with disabilities fall into one of two disability categories: Developmental Delay and Speech and Language Impairment.**

Disability Categories



Least Restrictive Environment

- LRE is part of the IDEA. IDEA says that children who receive **special education** should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education.
- LRE is always considered when developing students' IEPs (Individualized Educational Plans). Special classes, separate schools or removal from the general education class should only happen when a student's "disability" under IDEA is so severe that supplementary aids and services can't provide him/her with an appropriate education.

Transportation of Students with Disabilities

A child's IEP team, which includes the parents, decides whether a child needs transportation services. This decision is based on whether or not the child's disability prevents him or her from using the same transportation as children who don't have disabilities and who are unable to go to and from school in the same way as children who do not have disabilities.

Most of the students in the district who qualify for special transportation, including many who attend LADSE programs, are transported by the district.

Grand Prairie Transportation, contracted through LADSE, transports some of the students in LADSE programs and all of the students in therapeutic placements.

Fountas & Pinnell Benchmarking

What is Fountas & Pinnell Benchmarking?

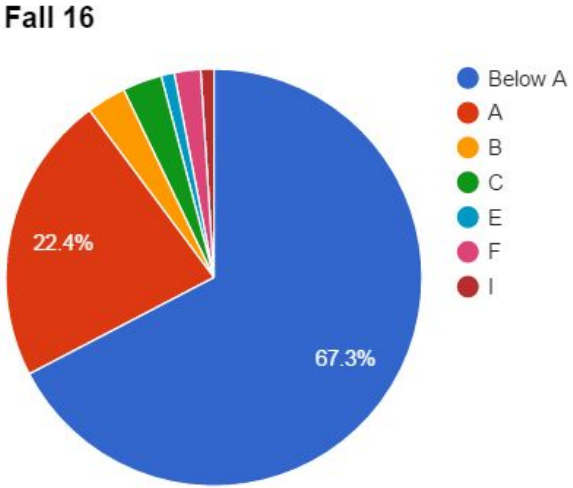
Fountas and Pinnell is used to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

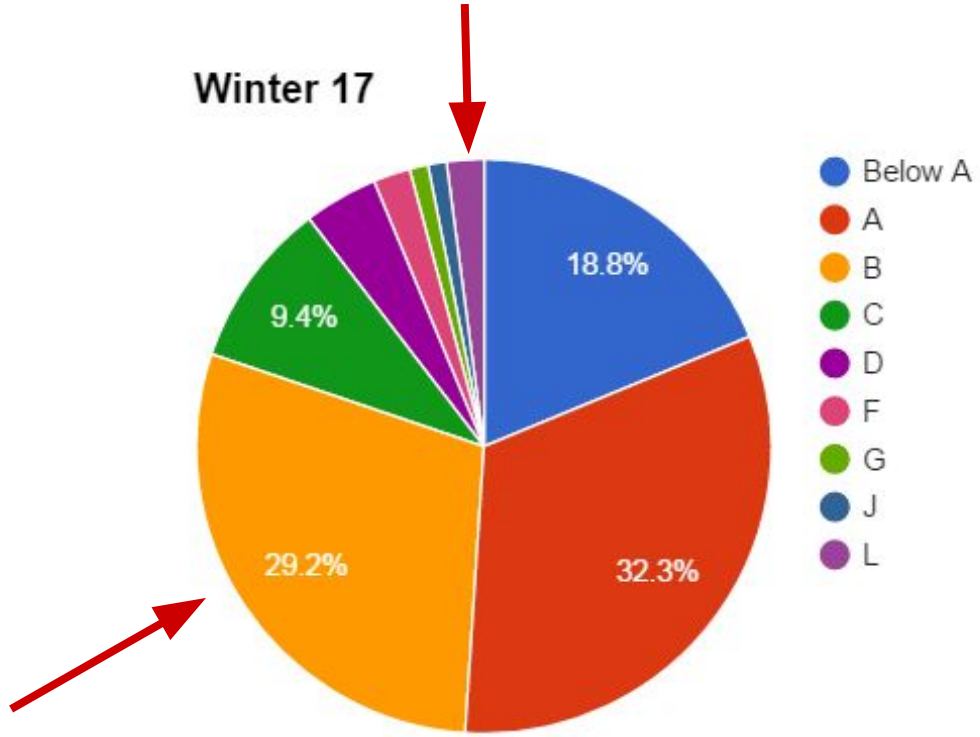
Fountas & Pinnell Literacy Elevating Teacher Expertise

Who is Tested? When?

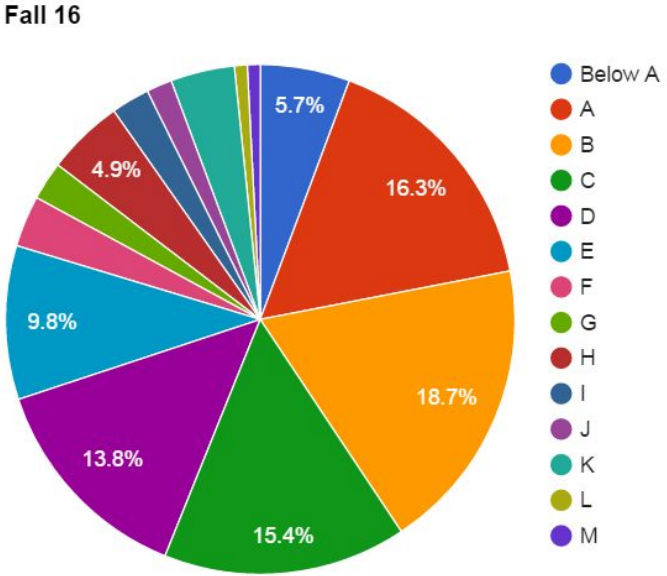
- **WPS and WIS**: ***All*** **students are tested in the fall and spring. All Tier 2 and Tier 3 students, students with an IEP in reading, and all students that have not met the winter expectation are tested in the winter. Some teachers test all their students to get current reading levels in the winter, but not all.**

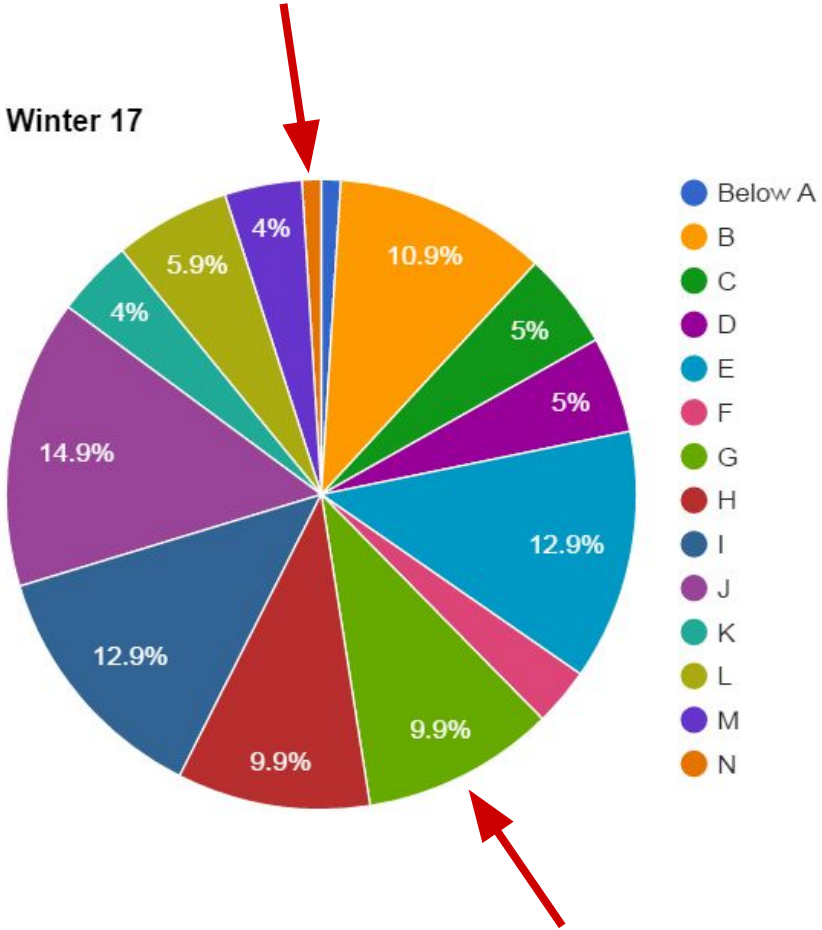
- **WMS:** ***All*** **students are tested in the fall and spring. All Tier 2 and Tier 3 students, and students with an IEP in reading are tested in the winter.**





Kindergarten F & P ~ B


Fall 16
5.7%
16.3%
18.7%
15.4%
13.8%
9.8%
4.9%
Below A
A
B
C
D
E
F
G
H
I
J
K
L
M


Winter 17
10.9%
5%
5%
12.9%
9.9%
9.9%
12.9%
14.9%
4%
5.9%
4%
Below A
B
C
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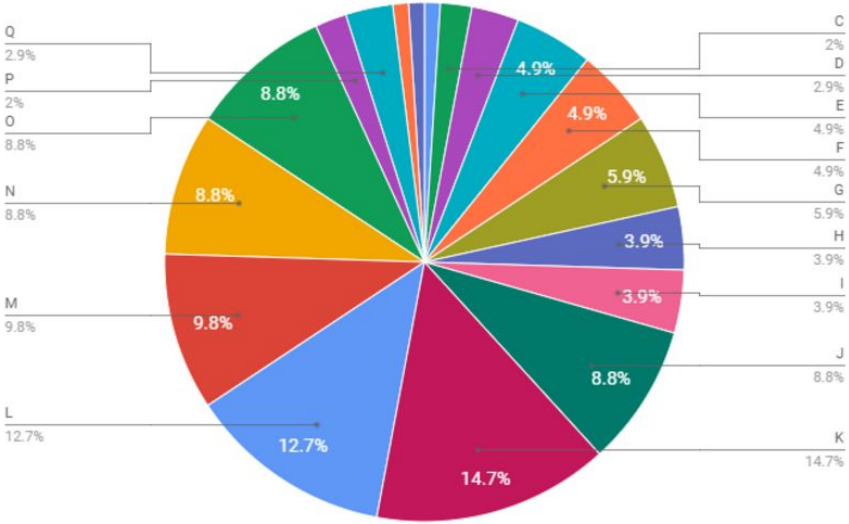
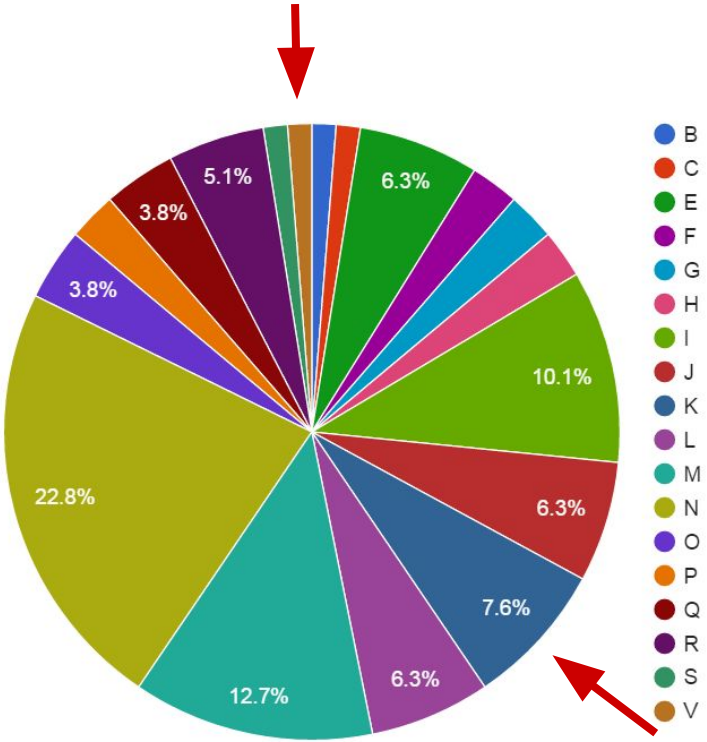
H
I
J
K
L
M
N

1st Grade ~ G

Fall 16

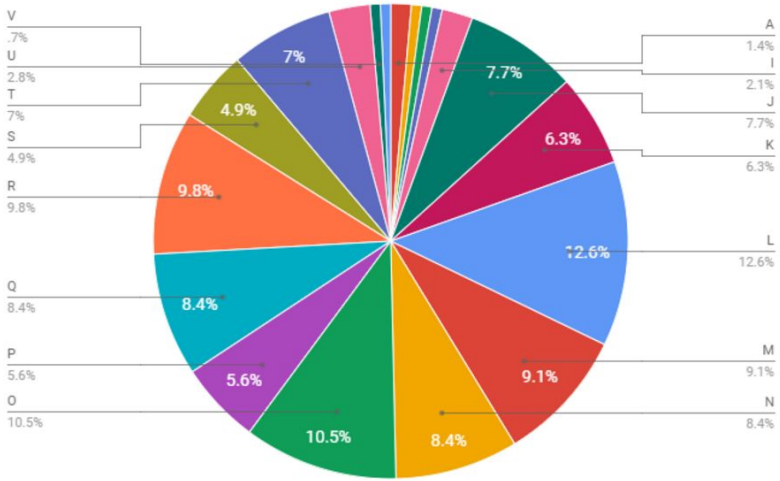


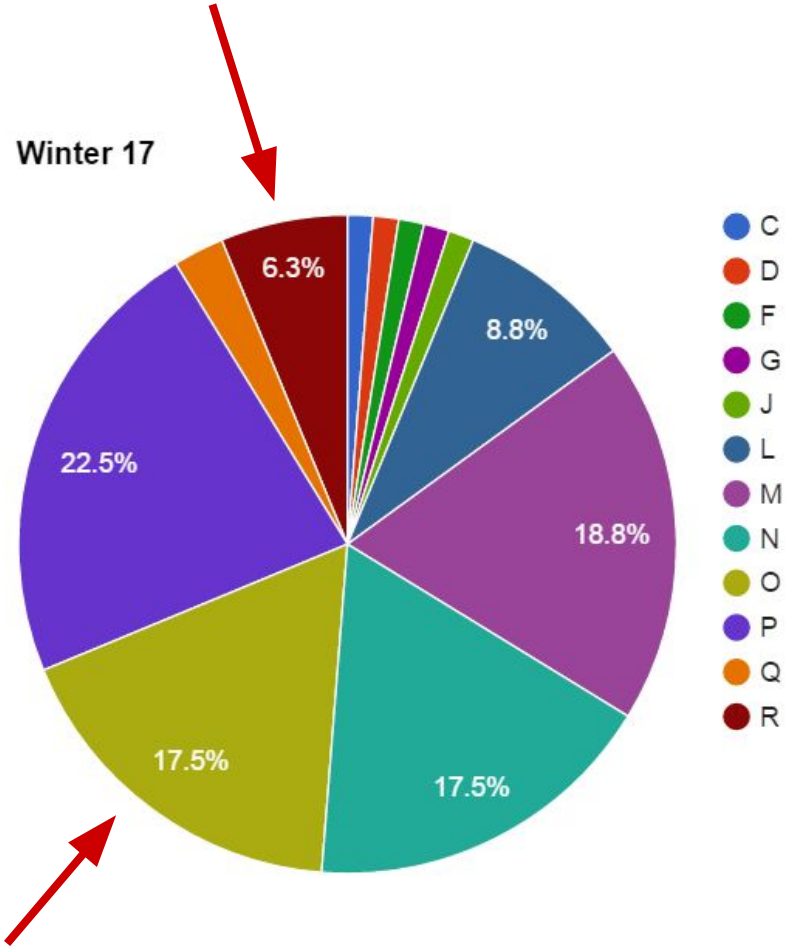


Winter 17

2nd Grade ~ K/L

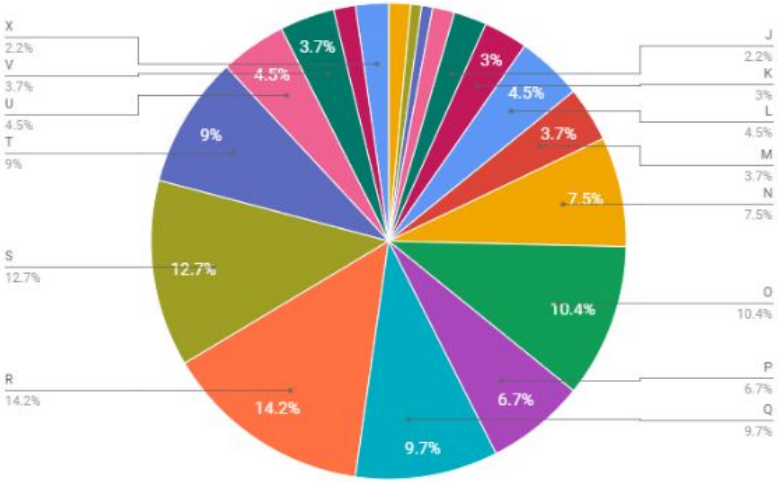
Fall 16



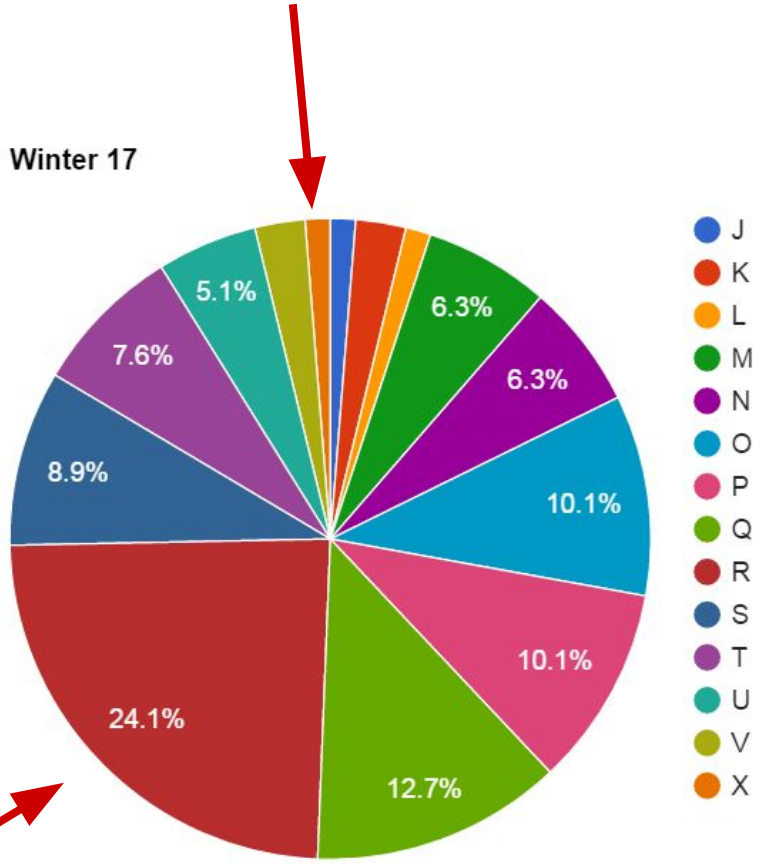


3rd Grade ~ O

Fall 16

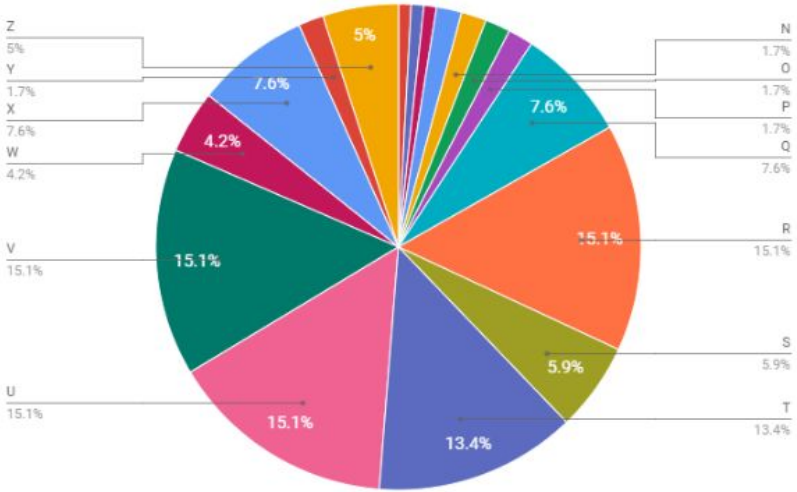


Winter 17

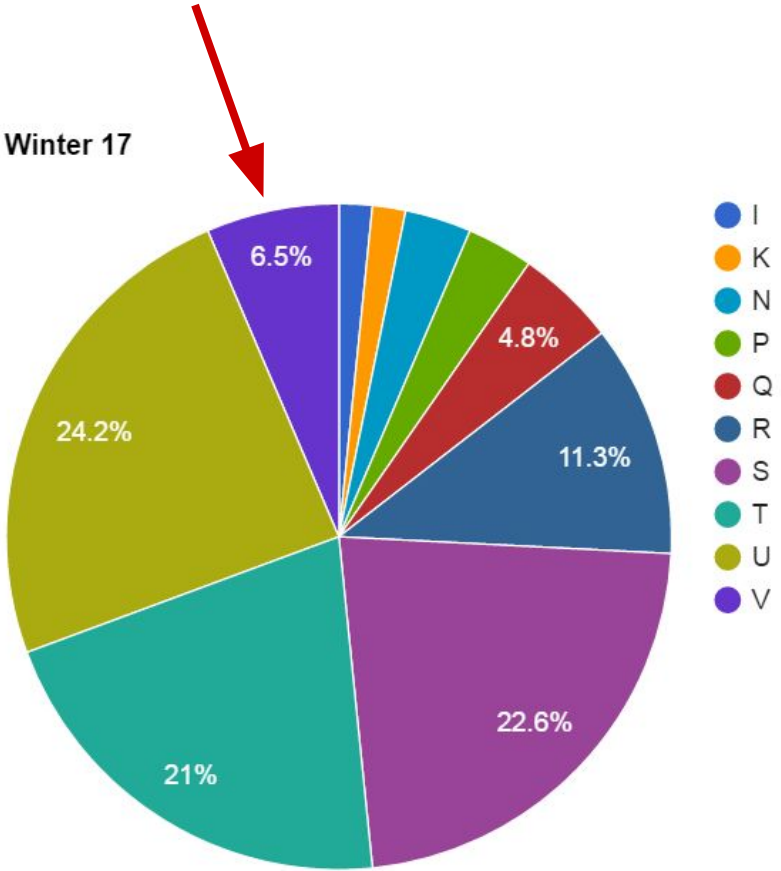


4th Grade ~ R

Fall 16

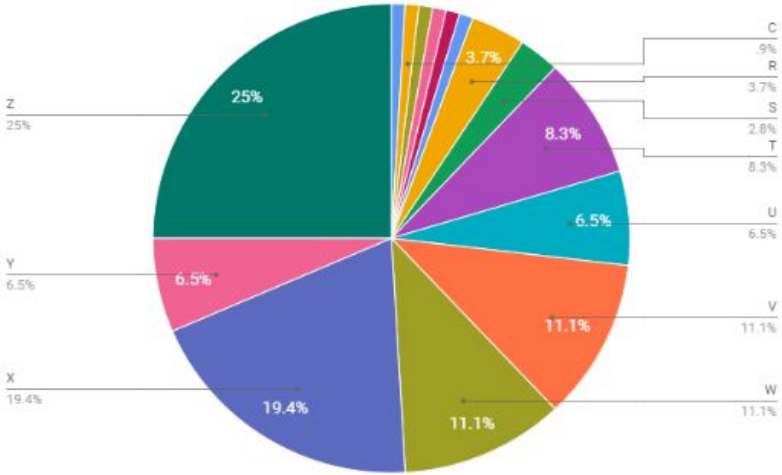


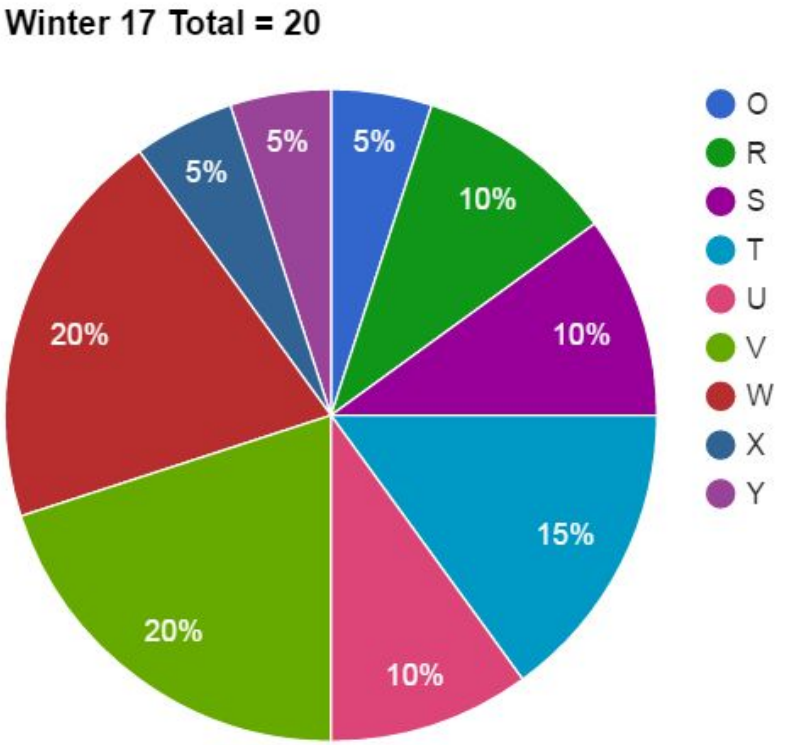
Winter 17



5th Grade ~ U

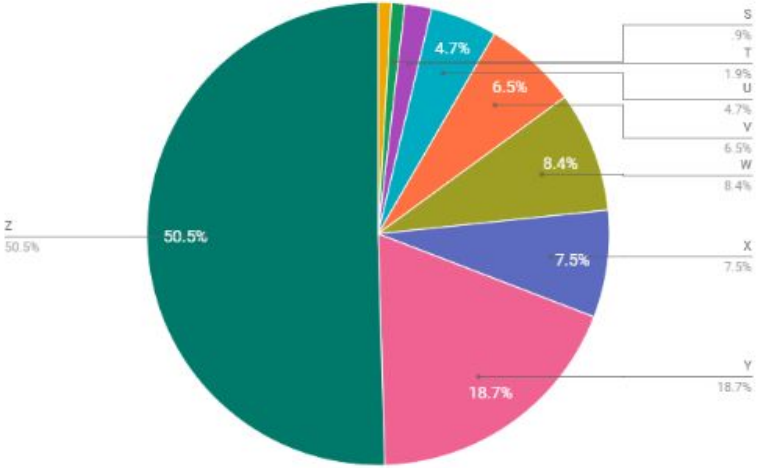
Fall 16

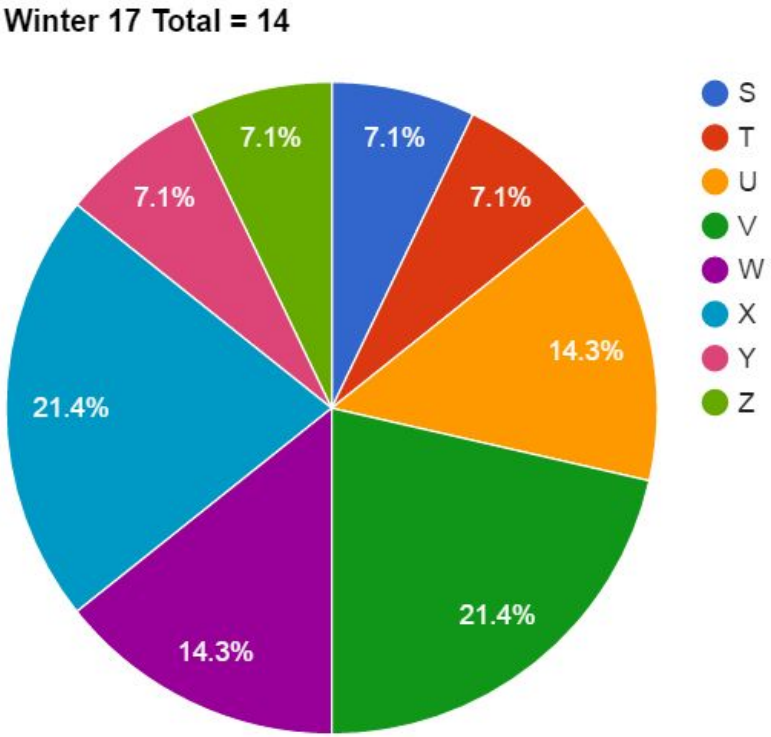




6th Grade ~ X

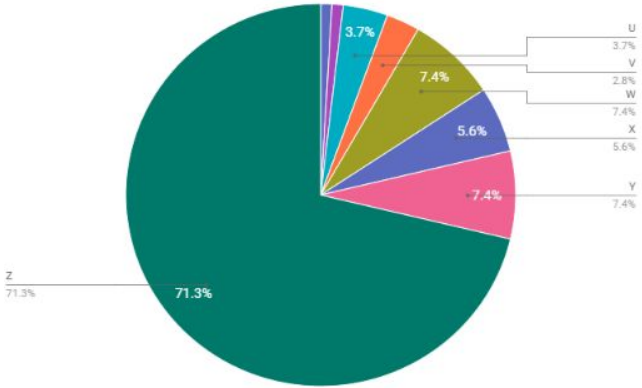
Fall 16

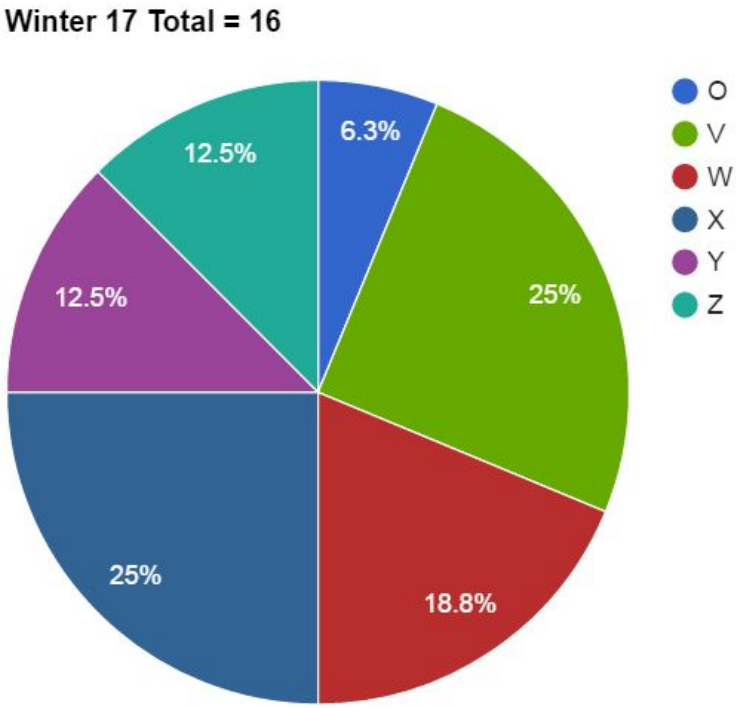




7th Grade ~ Z

Fall 16





8th Grade ~

AIMSweb

Assessment - AIMSweb

- **AIMSweb is an assessment, data management, and reporting system for grades kindergarten through 12. AIMSweb supports tiered assessment and instruction (e.g., Response to Intervention [RTI]).**
- **It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, mathematics, and behavior.**

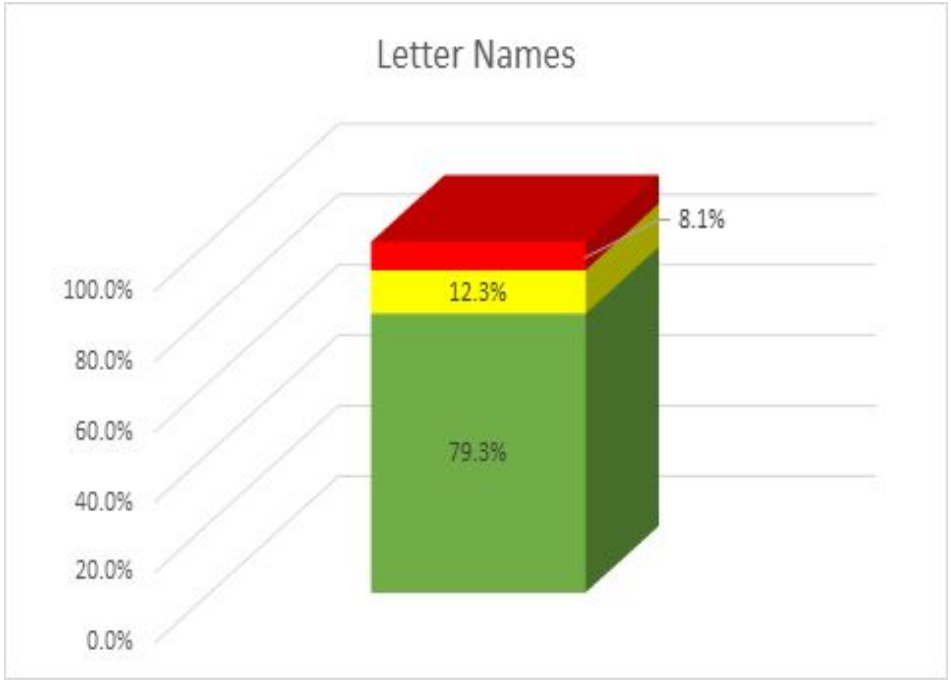
Assessment - AIMSweb

The assessments that are used in the district are:

- **R-CBM (Reading-Curriculum Based Measurement)**
- **M-COMP (Mathematics computation)**
- **M-CAP (Mathematics application)**
- **OCM (Oral Counting)**
- **NIM (Number Identification)**

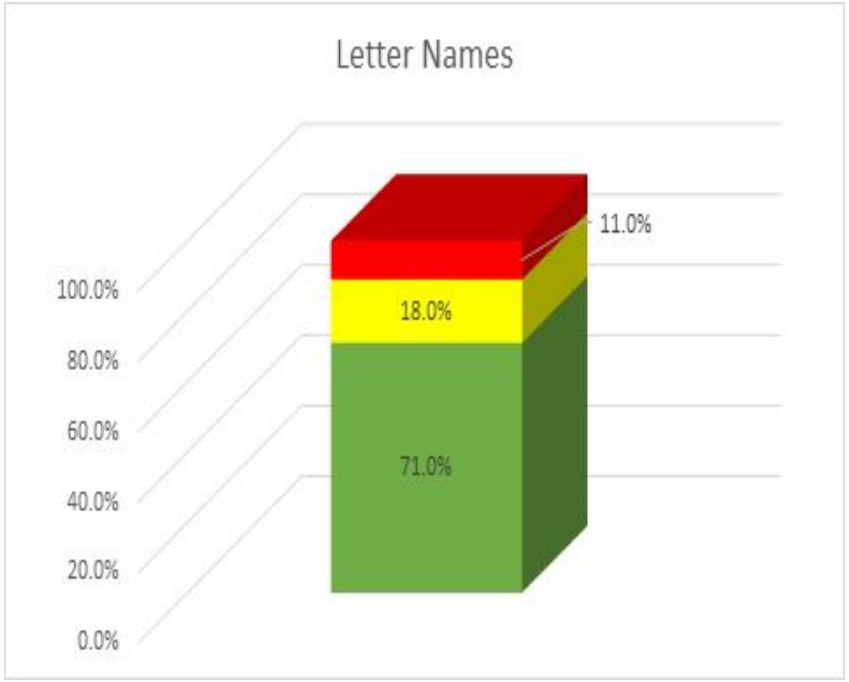
Kindergarten AIMSweb Data - Letter Names

Fall 2015



97 Students Tested

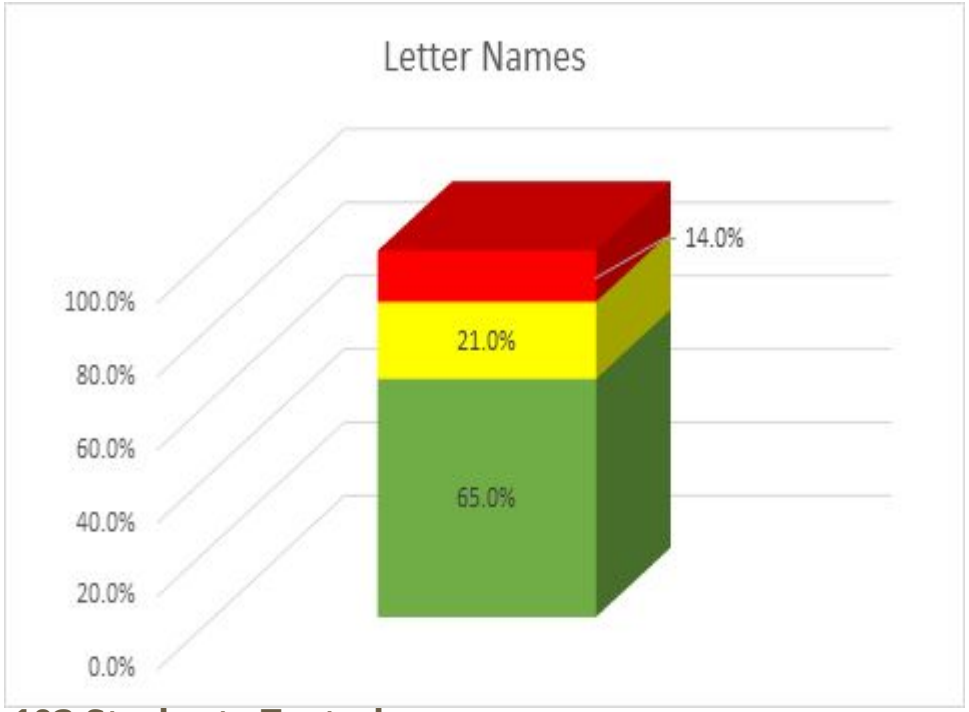
Fall 2016



99 Students Tested

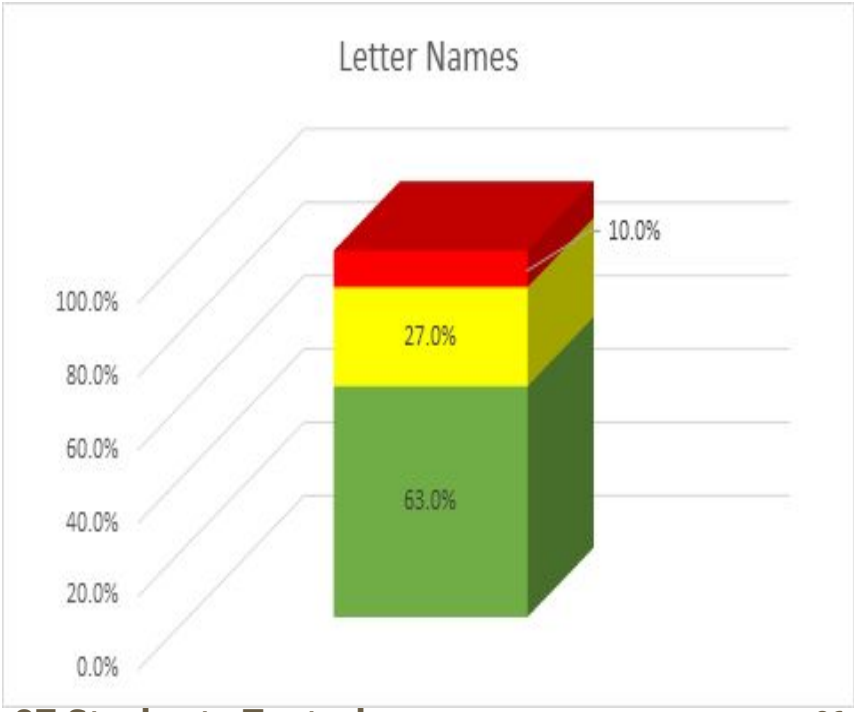
Kindergarten AIMSweb Data - Letter Names

Winter 2015



103 Students Tested

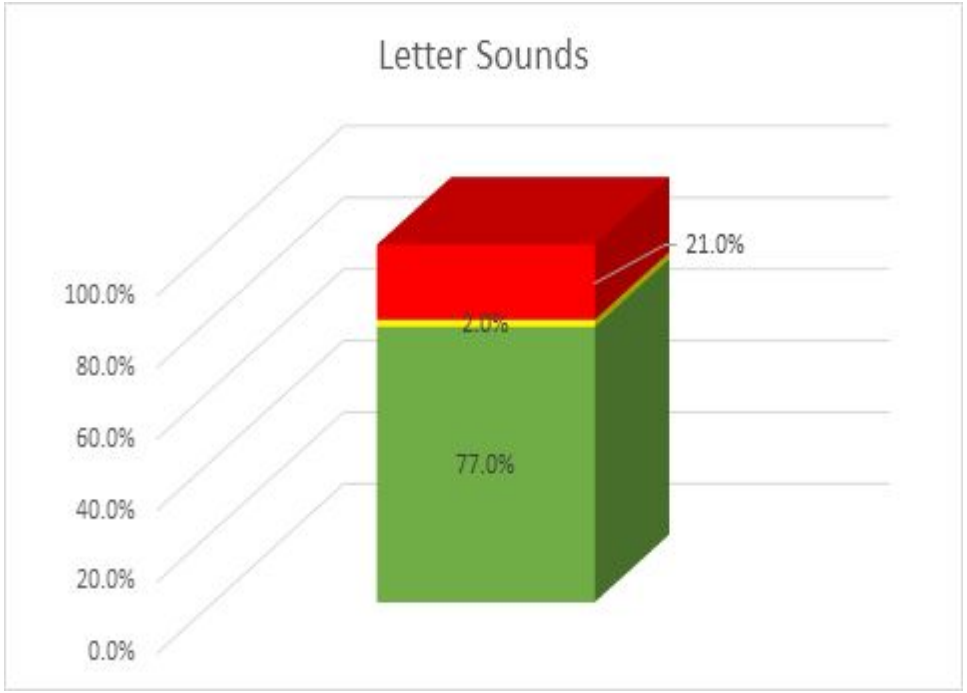
Winter 2016



97 Students Tested

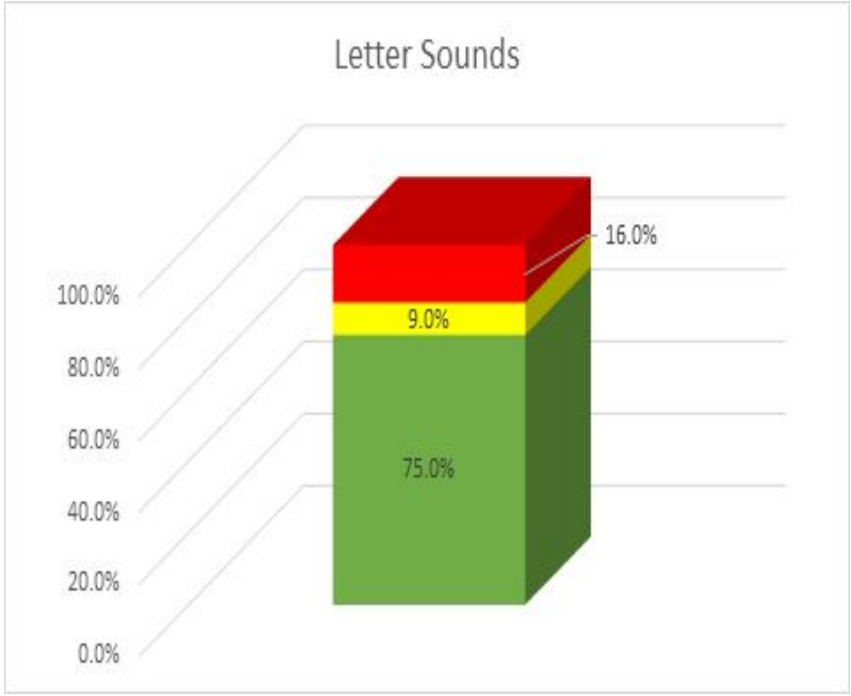
Kindergarten AIMSweb Data - Letter Sounds

Fall 2015



97 Students Tested

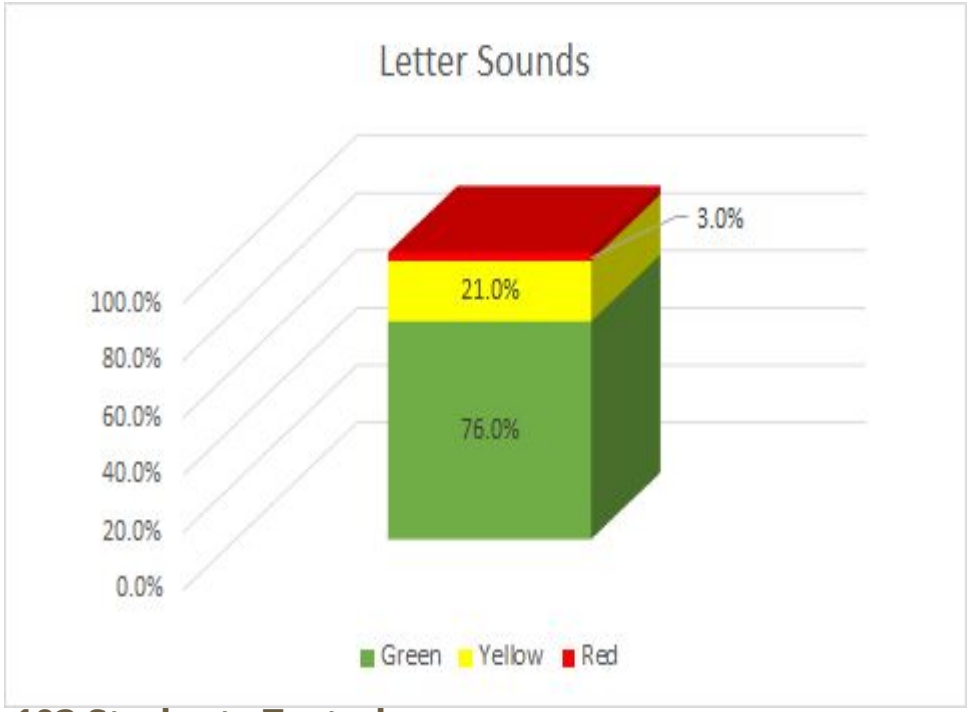
Fall 2016



99 Students Tested

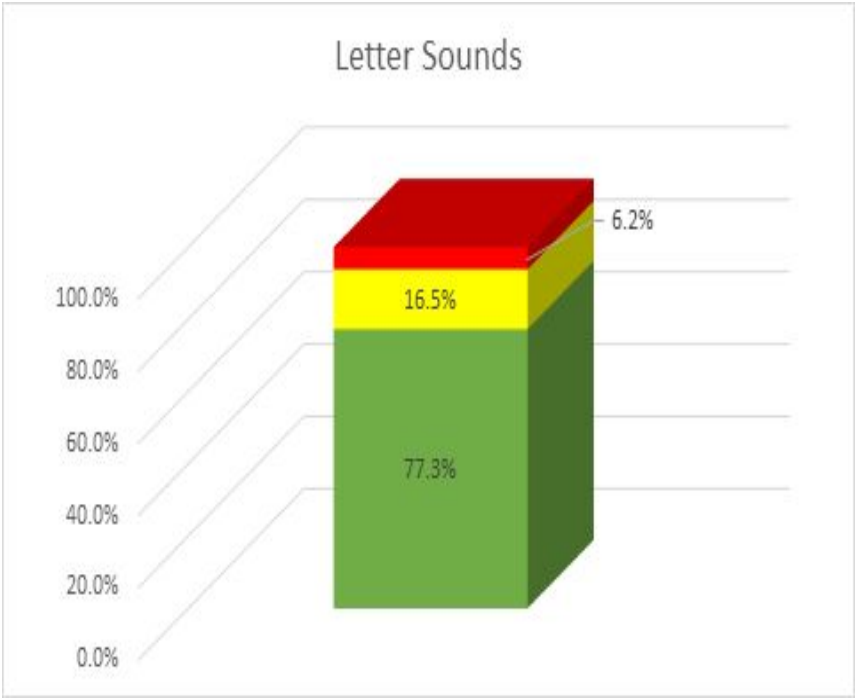
Kindergarten AIMSweb Data - Letter Sounds

Winter 2015



103 Students Tested

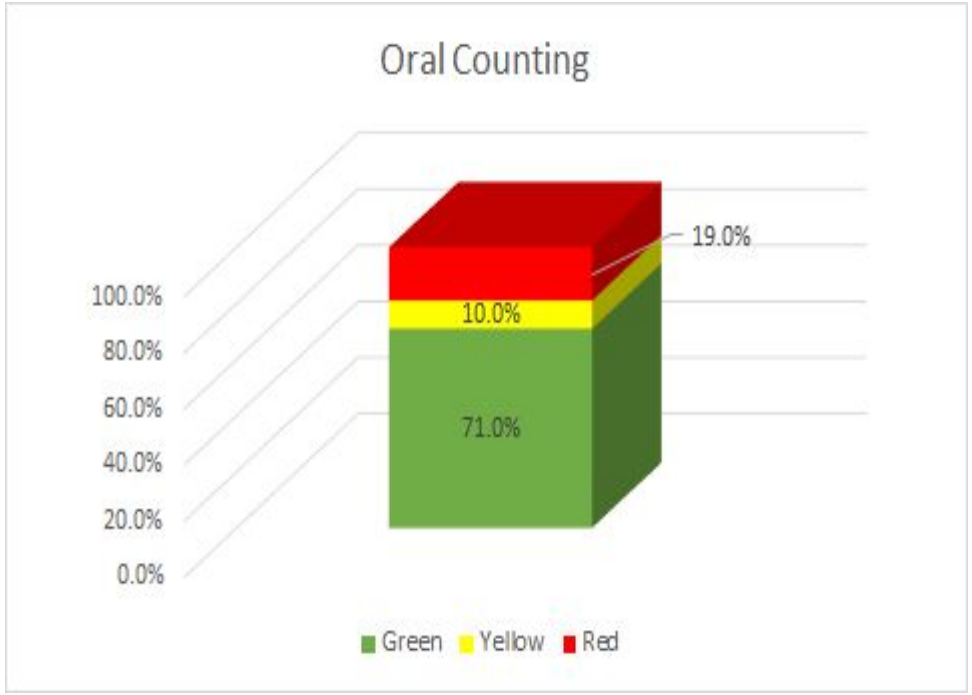
Winter 2016



97 Students Tested

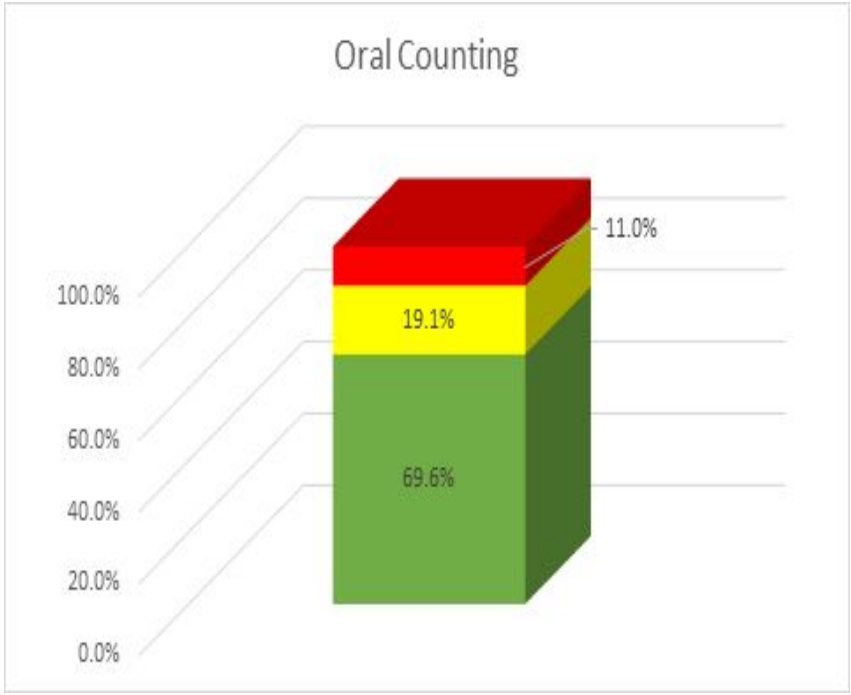
Kindergarten AIMSweb Data - Oral Counting

Fall 2015



97 Students Tested

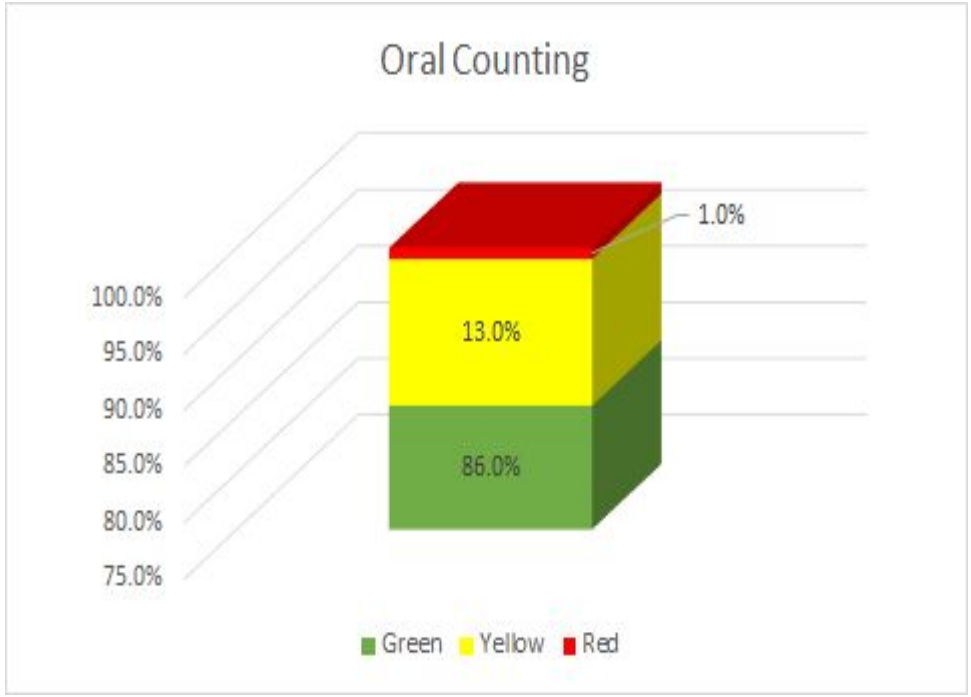
Fall 2016



99 Students Tested

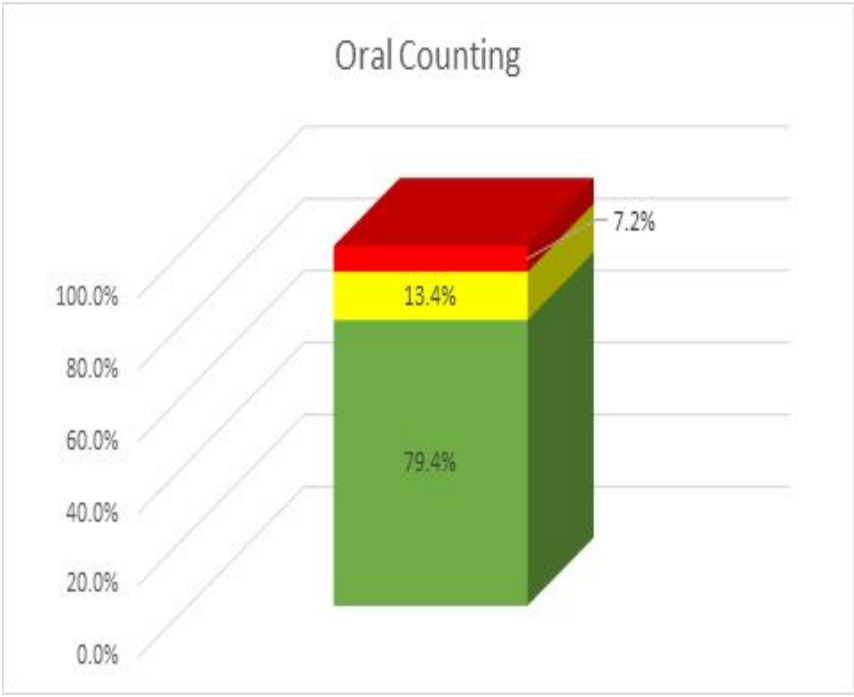
Kindergarten AIMSweb Data - Oral Counting

Winter 2015



103 Students Tested

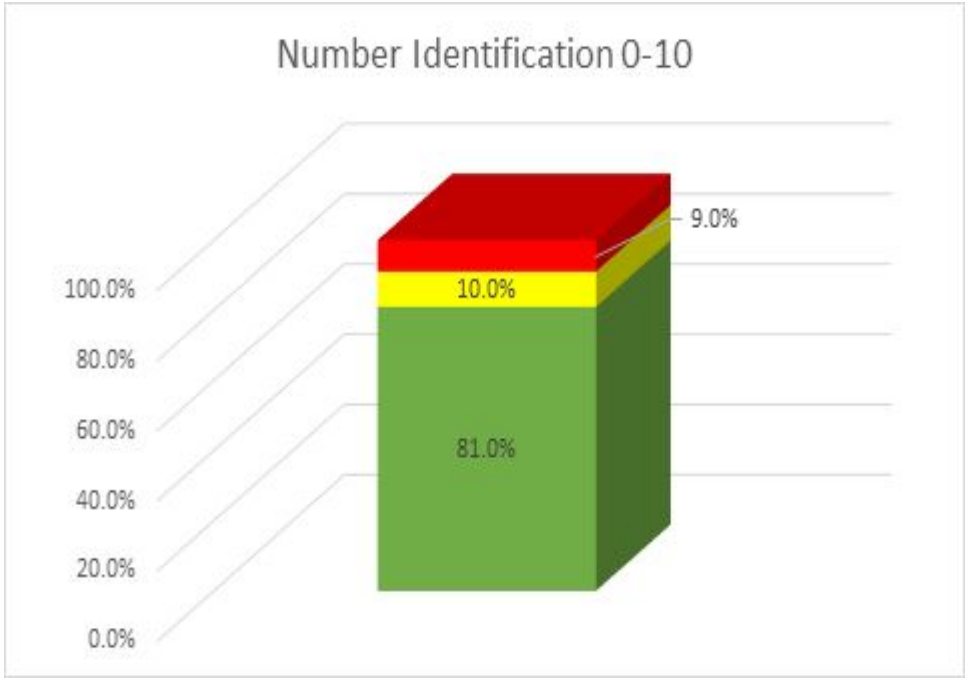
Winter 2016



97 Students Tested

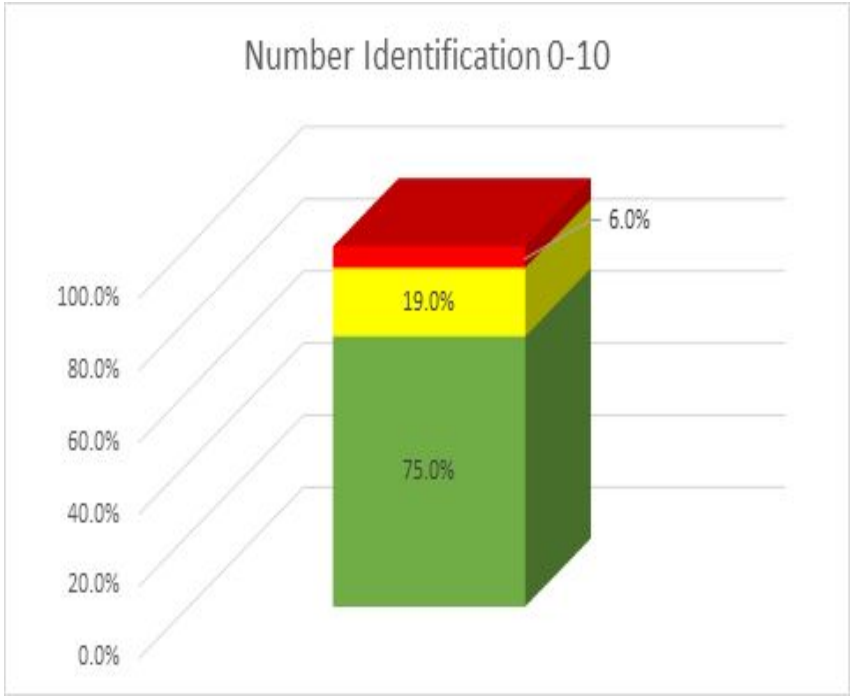
Kindergarten AIMSweb Data - Number Identification

Fall 2015



97 Students Tested

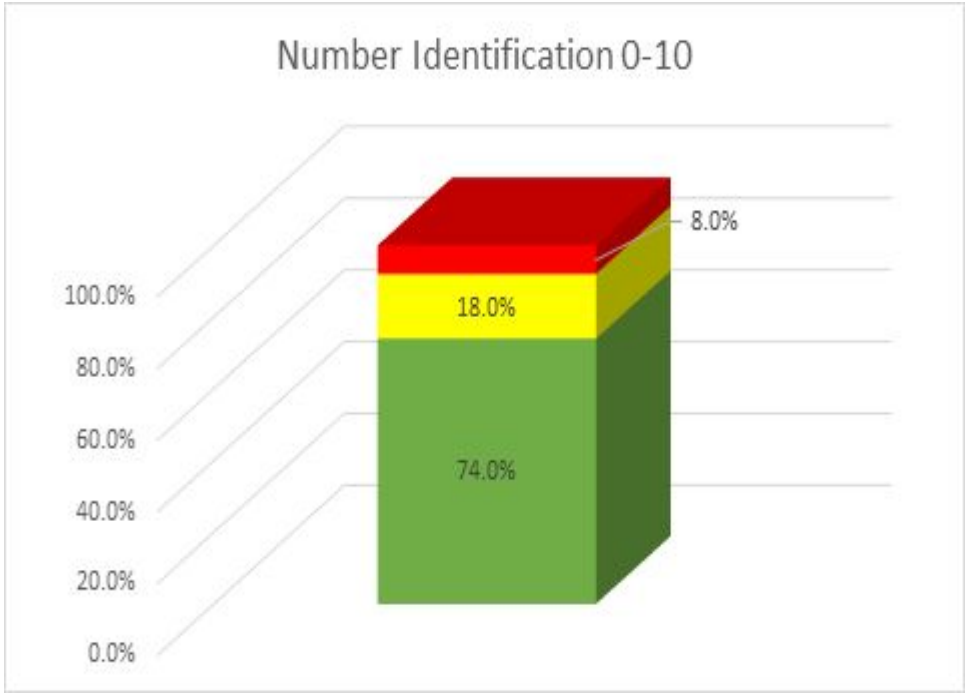
Fall 2016



99 Students Tested

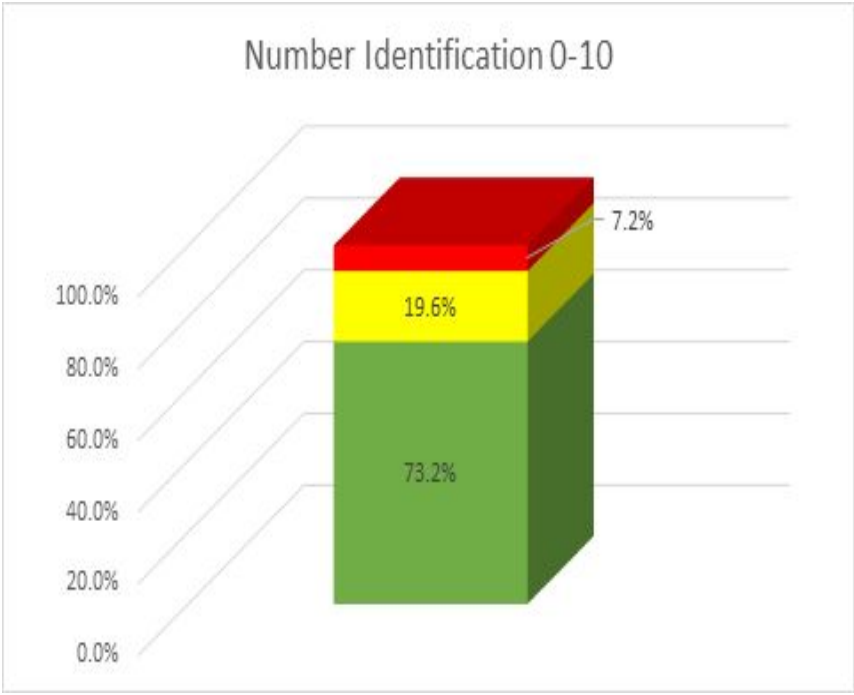
Kindergarten AIMSweb Data - Number Identification

Winter 2015



103 Students Tested

Winter 2016



97 Students Tested

PARCC Data & Information

(Partnership for Assessment of Readiness for College and Careers)

Who is tested? When do we do PARCC testing?

All 3rd through 8th grade students are tested. First year of testing was 2014-15. The 2016-17 is the third year of testing.

Our testing window is March 7th - April 7th, with all testing happening before spring break.

Testing units vary by grade level.

Testing Unit Time Per Grade

Grade	ELA	Math
3rd	Unit 1 - 90 mins Unit 2 - 75 mins Unit 3 - 90 mins	Unit 1 - 60 mins Unit 2 - 60 mins Unit 3 - 60 mins Unit 4 - 60 mins
4th & 5th grades	Unit 1 - 90 mins Unit 2 - 90 mins Unit 3 - 90 mins	Unit 1 - 60 mins Unit 2 - 60 mins Unit 3 - 60 mins Unit 4 - 60 mins
6th, 7th, & 8th grades	Unit 1 - 110 mins Unit 2 - 110 mins Unit 3 - 90 mins	Unit 1 - 80 mins Unit 2 - 80 mins Unit 3 - 80 mins

Review of PARCC Levels

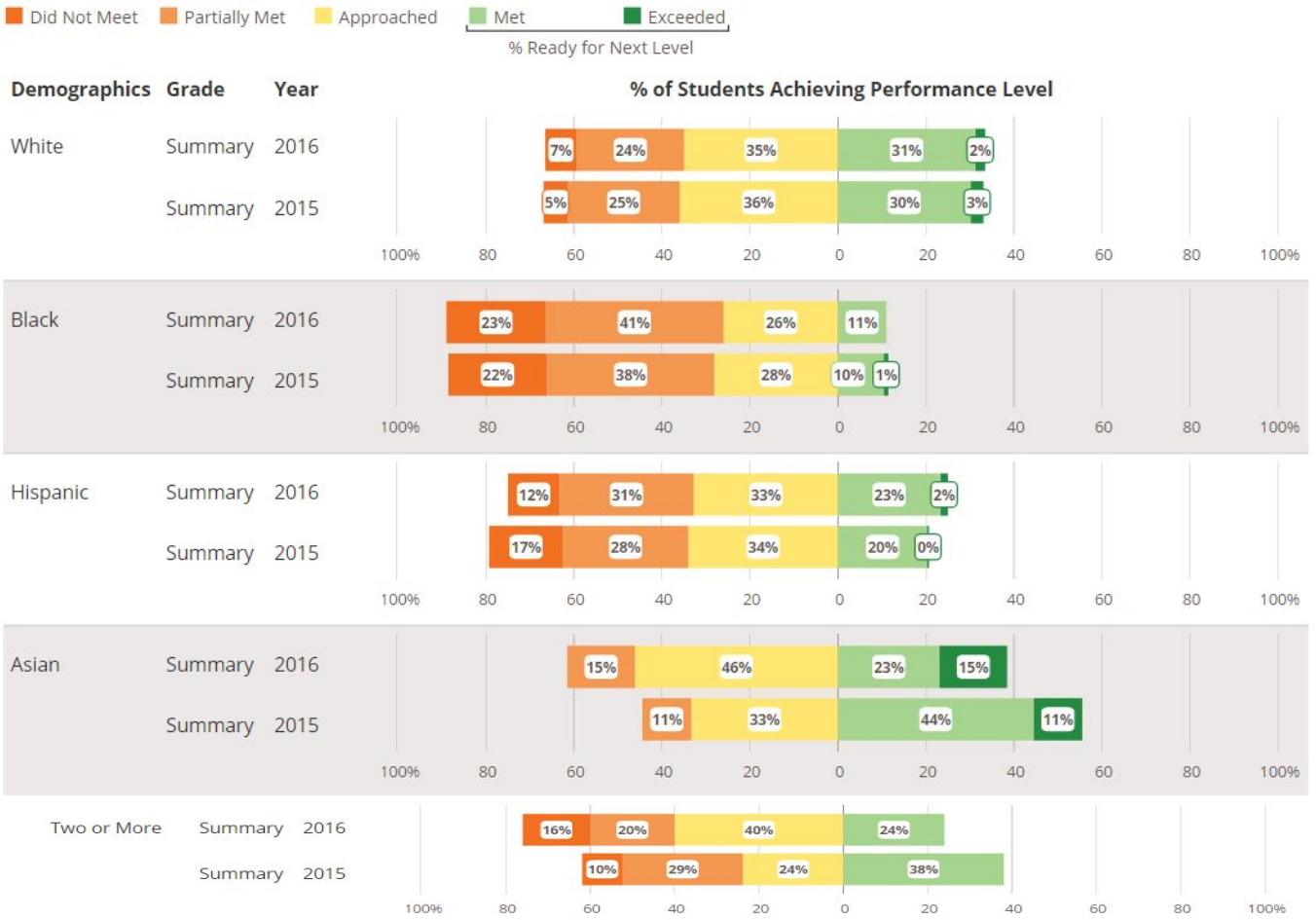
Level 1 - Dark Orange Did not yet meet expectations	**Level 2 - Light Orange** Partially met expectations	**Level 3 - Yellow** Approached expectations	**Level 4 - Light green** Met expectations	**Level 5 - Dark Green** Exceeded expectations

Students who met or exceeded expectations are likely to be on track for the next grade level and ultimately for college and career readiness.

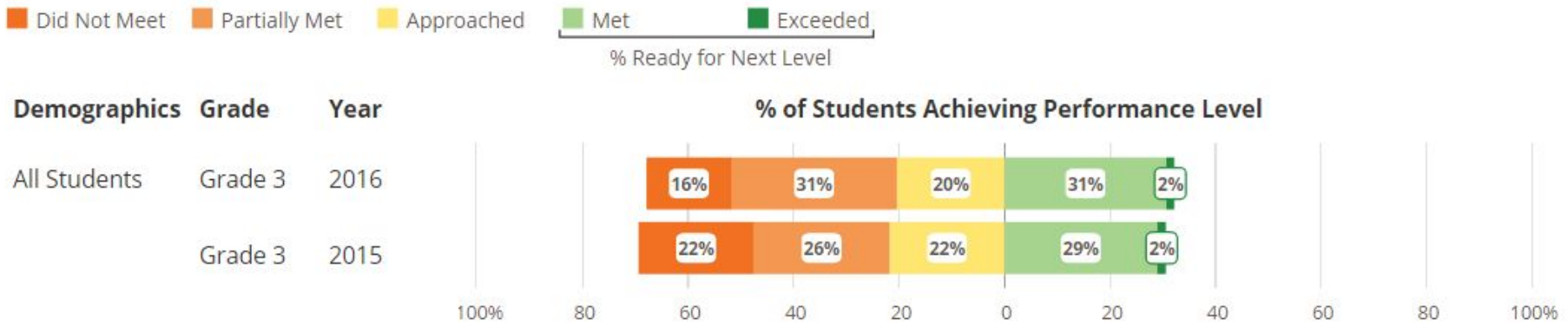
PARCC ELA

Did Not Meet
Partially Met
Approached
Met
Exceeded
% Ready for Next Level
Demographics
Grade
Year
% of Students Achieving Performance Level
White
Summary 2016
6%
22%
24%
43%
5%
Summary 2015
9%
13%
26%
47%
4%
Black
Summary 2016
18%
26%
35%
20%
2%
Summary 2015
17%
29%
28%
23%
2%
Hispanic
Summary 2016
7%
25%
30%
37%
1%
Summary 2015
14%
21%
28%
32%
5%
Asian
Summary 2016
8%
31%
38%
23%
Summary 2015
11%
33%
44%
11%
Two or More
Summary 2016
16%
24%
24%
36%
Summary 2015
5%
29%
14%
52%
100% 80 60 40 20 0 20 40 60 80 100%

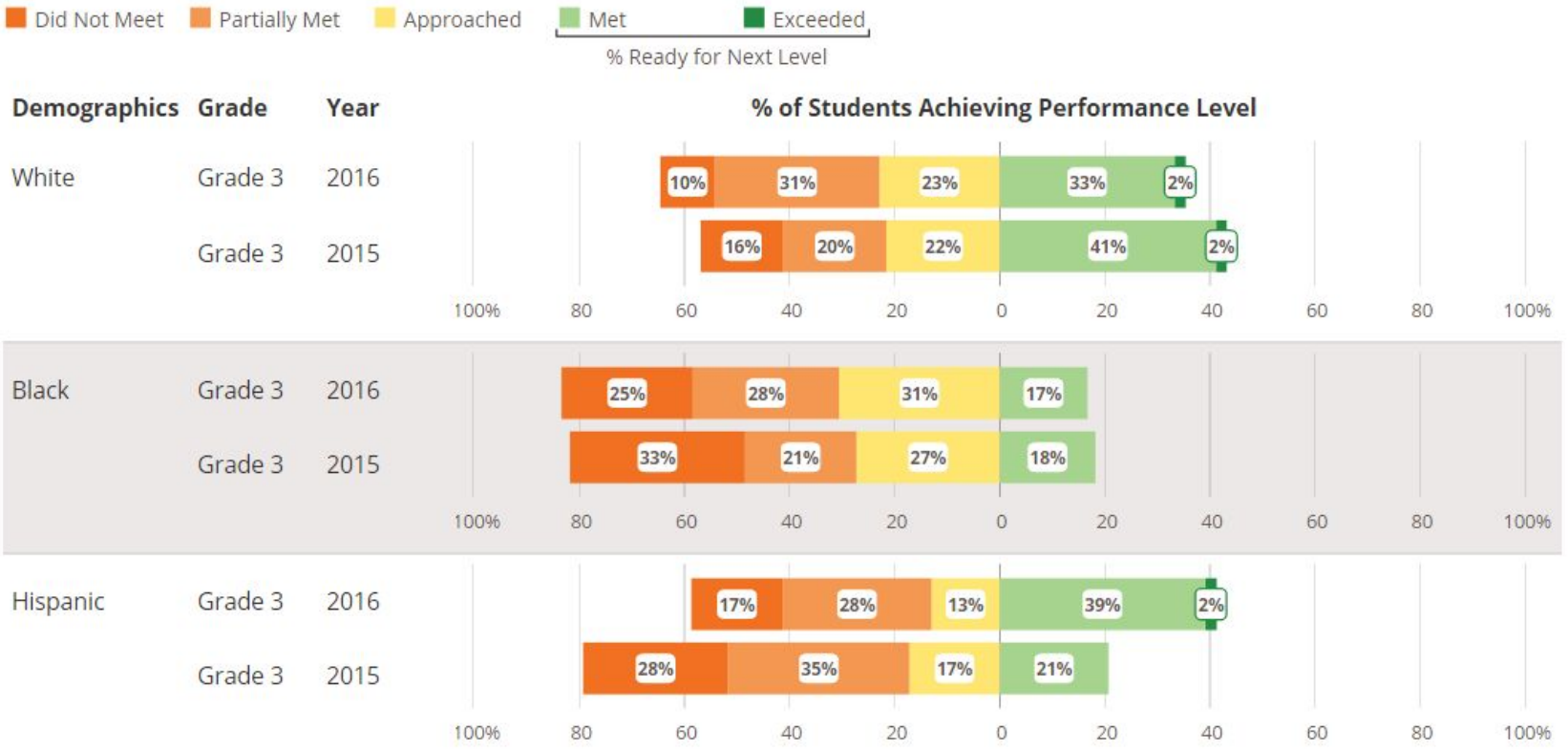
PARCC Math


Did Not Meet
Partially Met
Approached
Met
Exceeded
% Ready for Next Level
Demographics
Grade
Year
% of Students Achieving Performance Level
White
Summary 2016
7%
24%
35%
31%
2%
Summary 2015
5%
25%
36%
30%
3%
Black
Summary 2016
23%
41%
26%
11%
Summary 2015
22%
38%
28%
10%
1%
Hispanic
Summary 2016
12%
31%
33%
23%
2%
Summary 2015
17%
28%
34%
20%
0%
Asian
Summary 2016
15%
46%
23%
15%
Summary 2015
11%
33%
44%
11%
Two or More
Summary 2016
16%
20%
40%
24%
Summary 2015
10%
29%
24%
38%
100% 80 60 40 20 0 20 40 60 80 100%

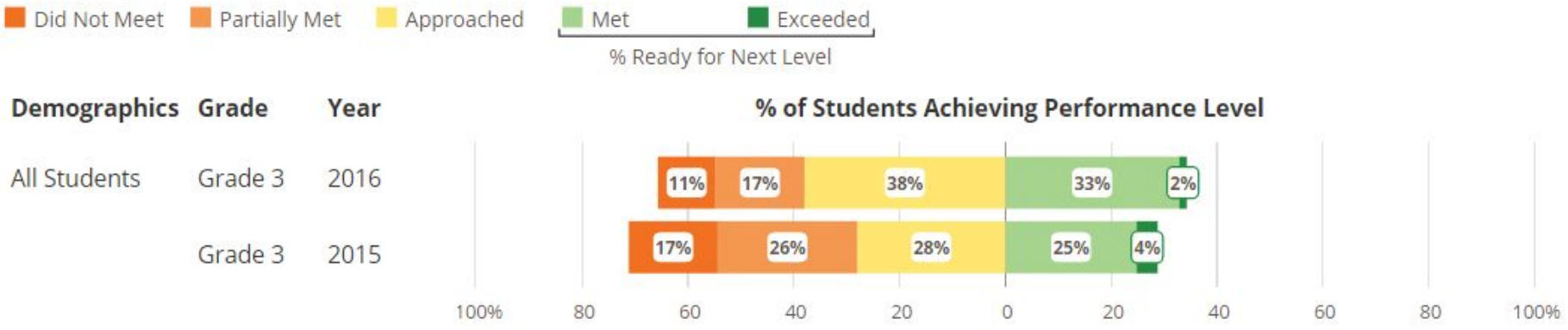
PARCC ELA 3rd Grade ~ All Students



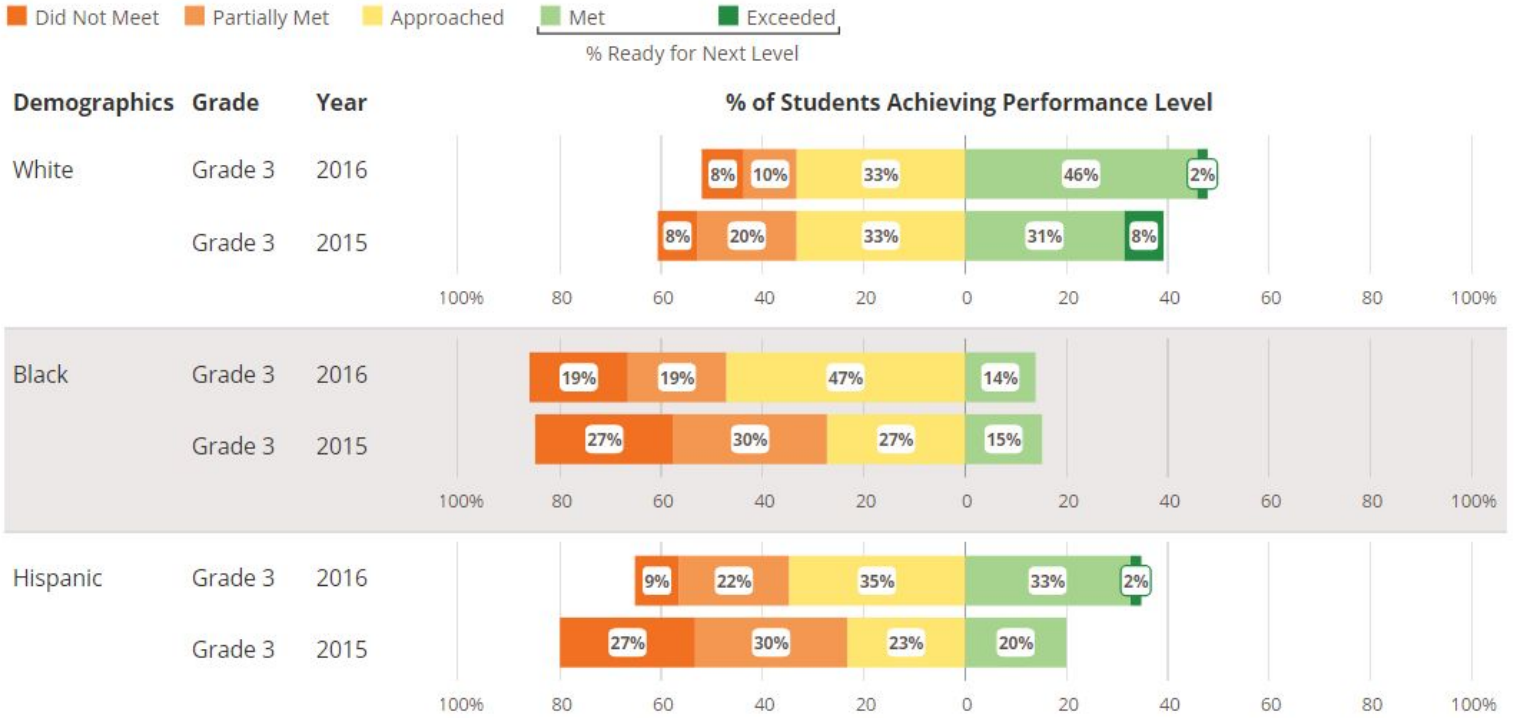
PARCC ELA 3rd Grade



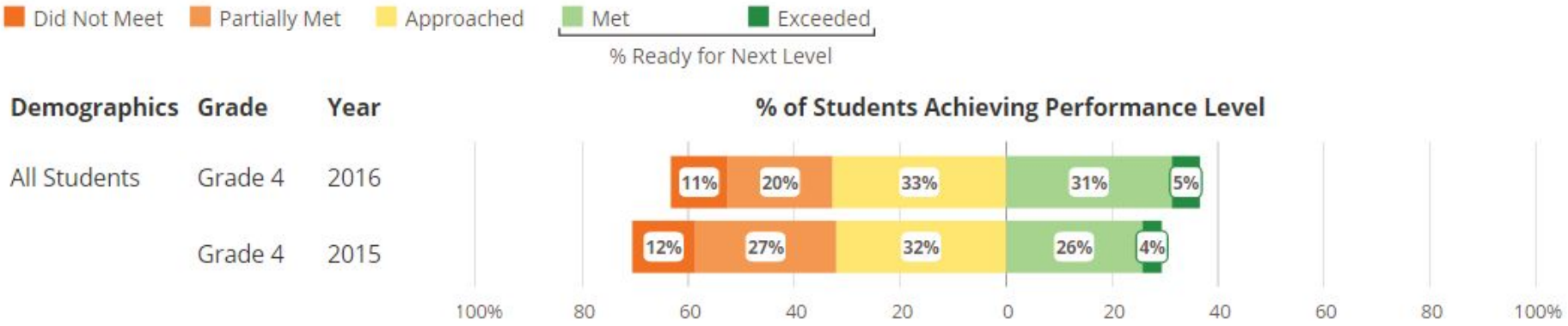
PARCC Math 3rd Grade ~ All Students



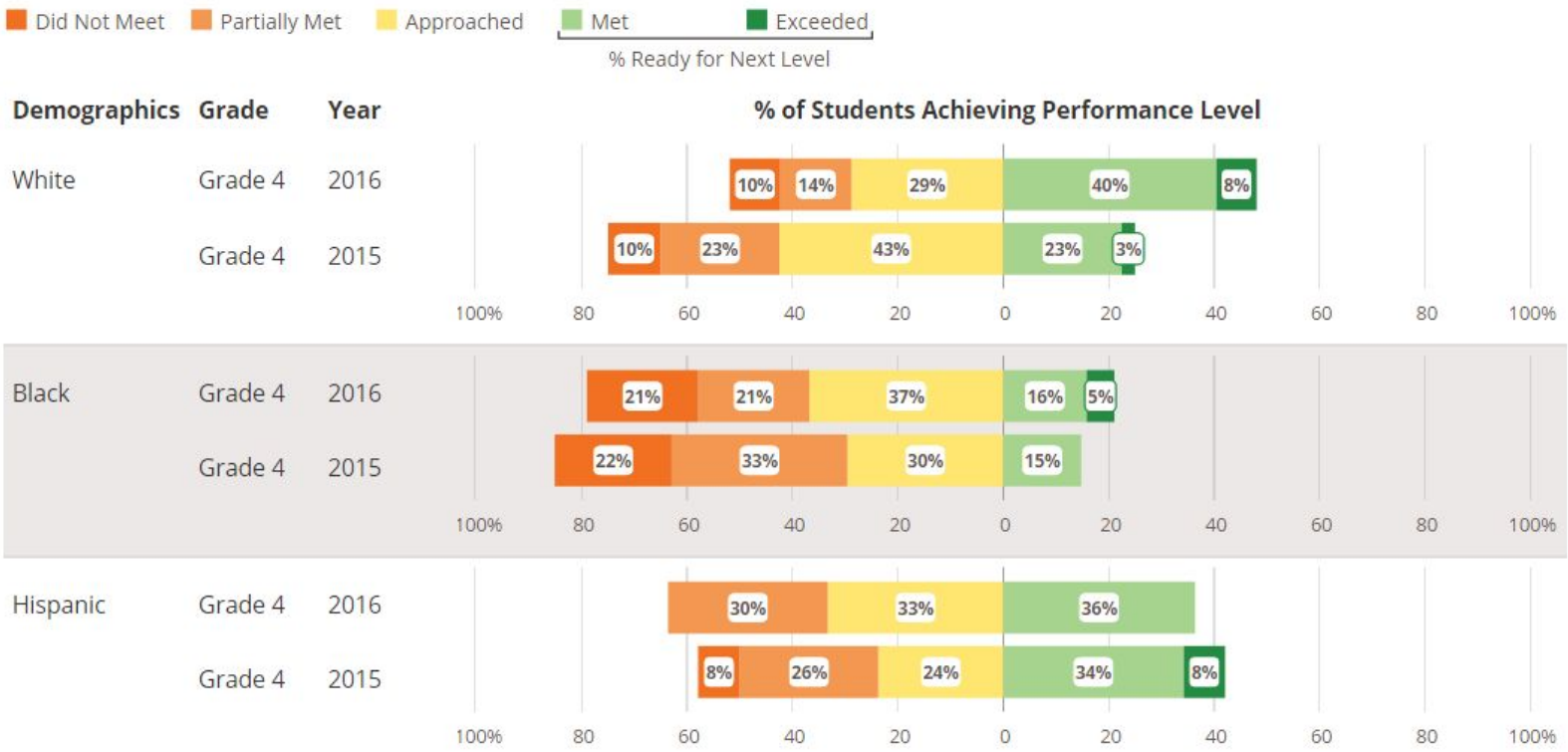
PARCC Math 3rd Grade



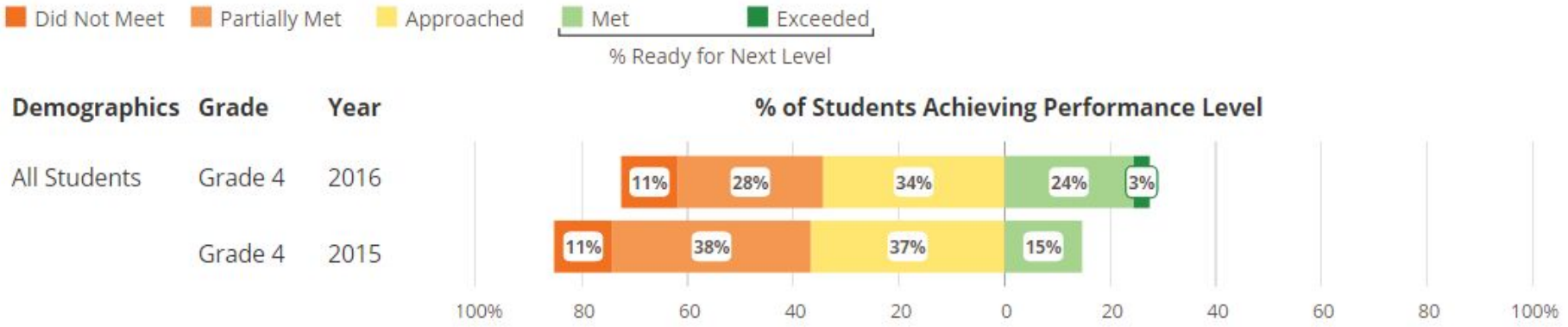
PARCC ELA 4th Grade ~ All Students



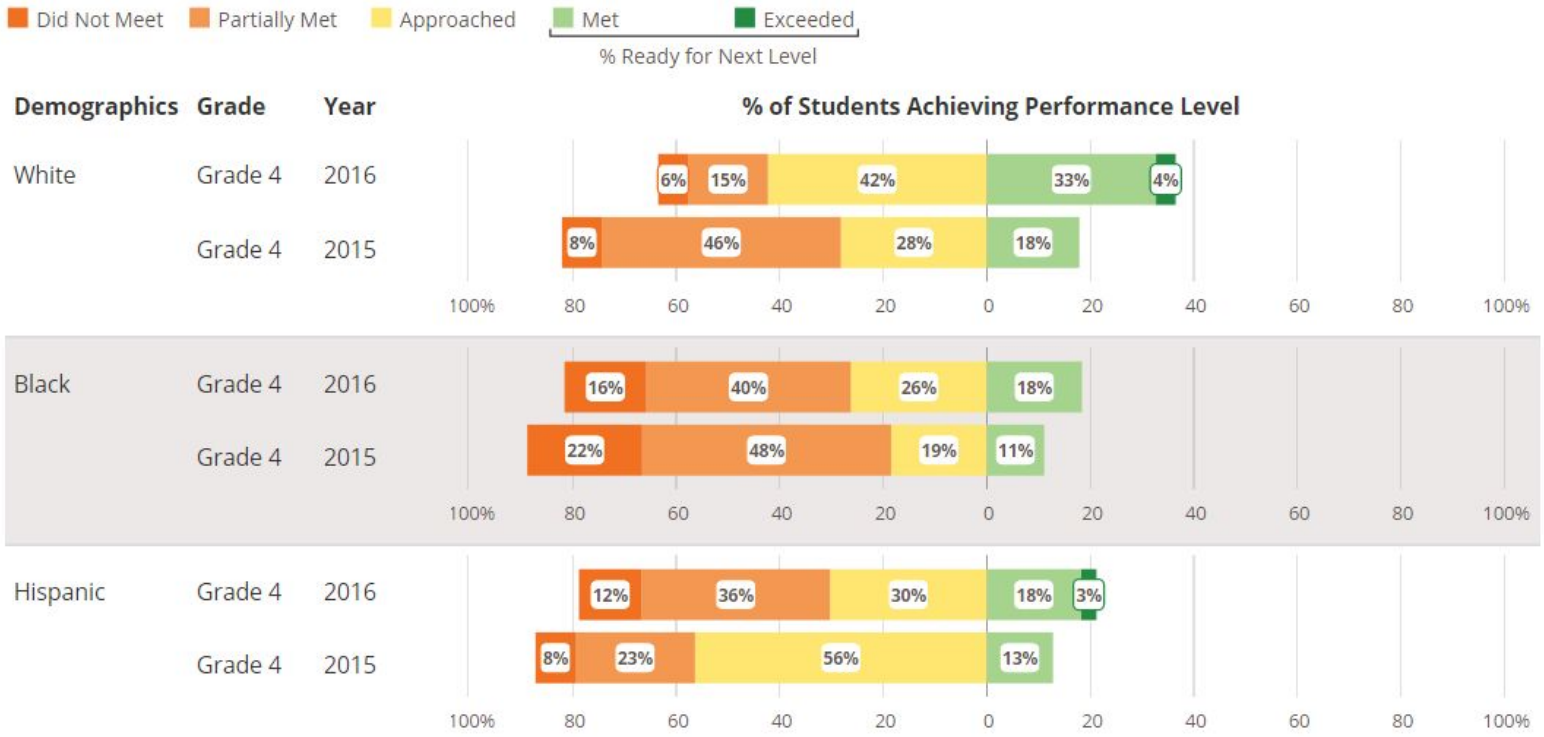
PARCC ELA 4th Grade



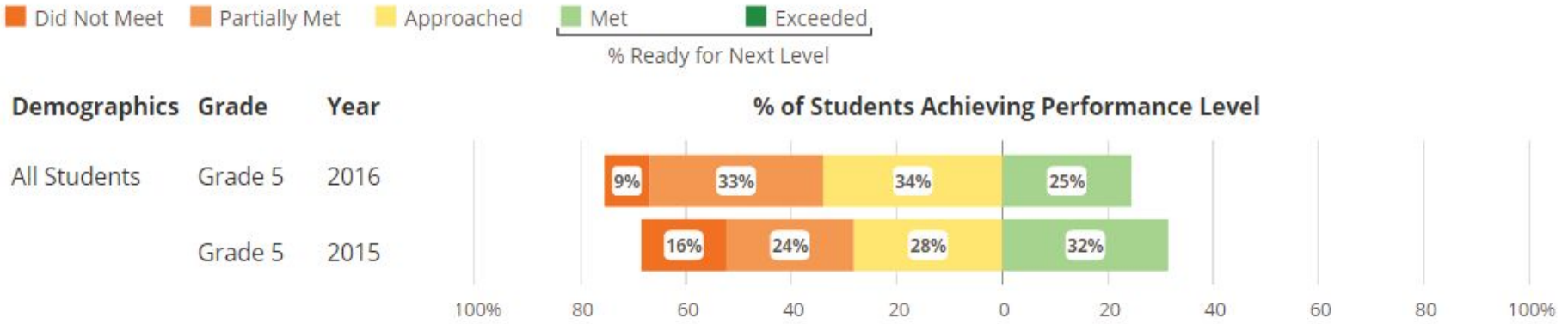
PARCC Math 4th Grade ~ All Students



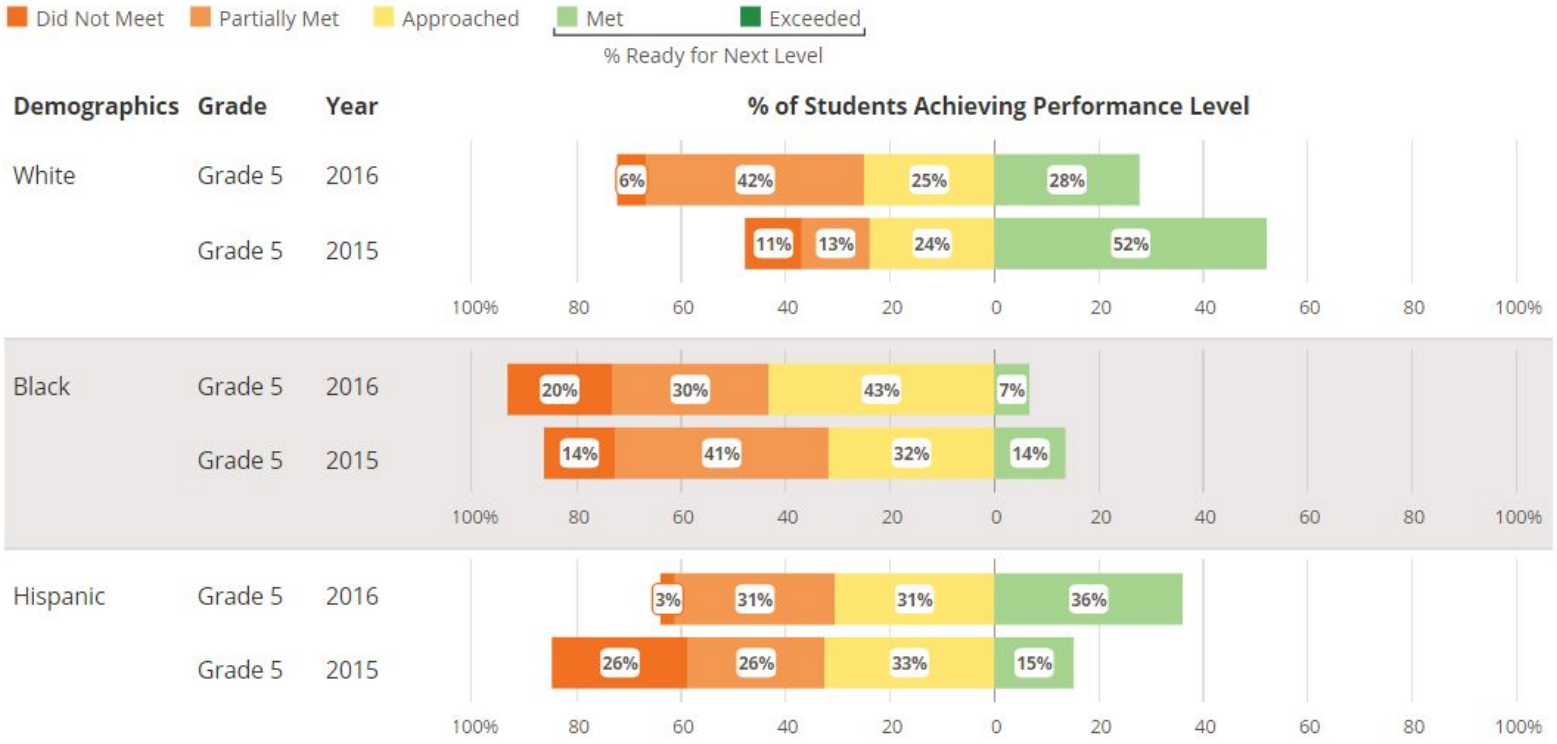
PARCC Math 4th Grade



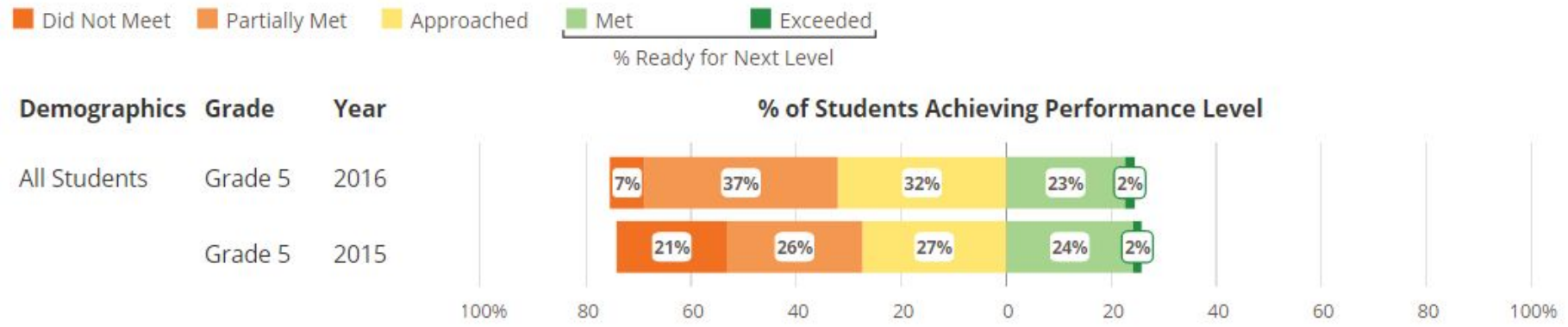
PARCC ELA 5th Grade ~ All Students



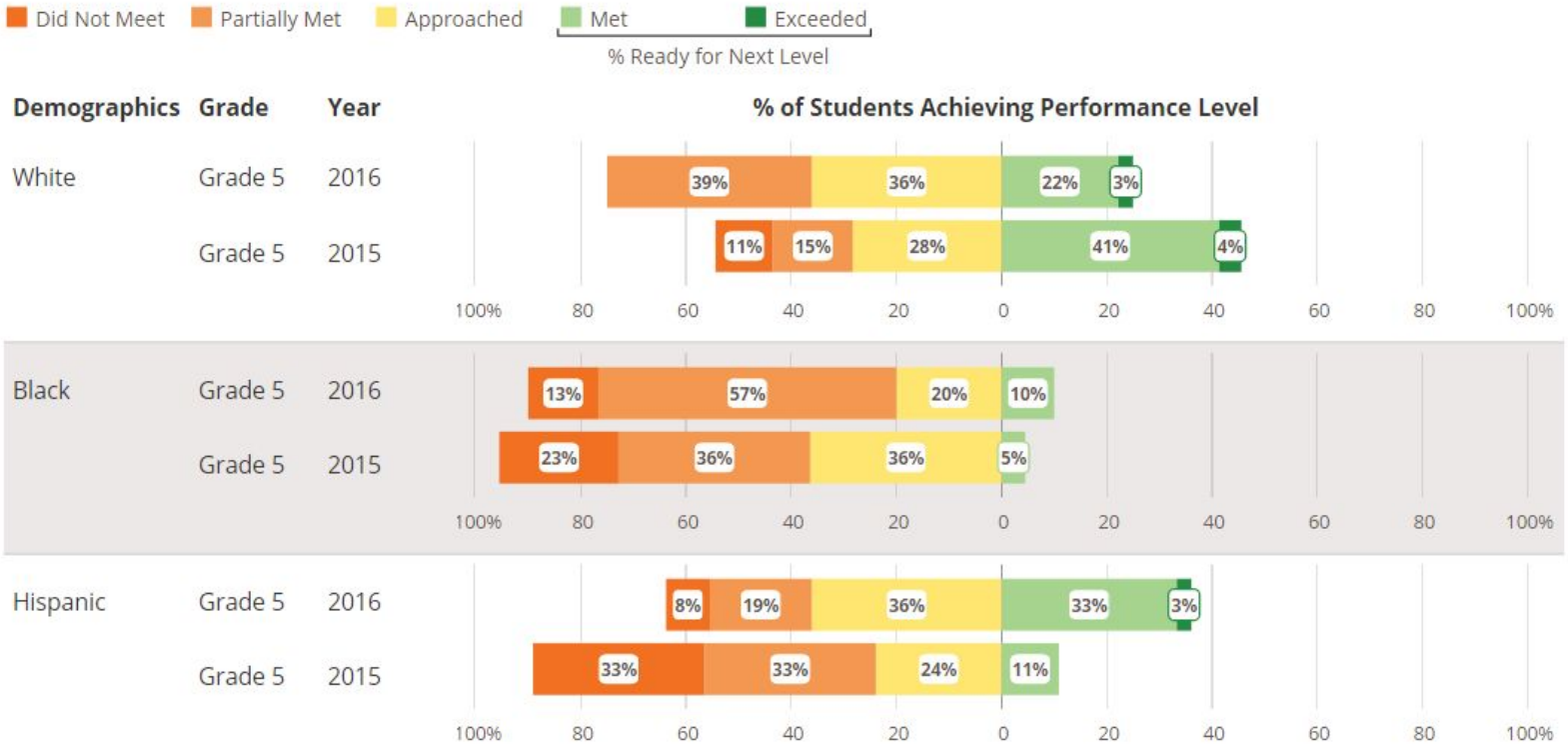
PARCC ELA 5th Grade



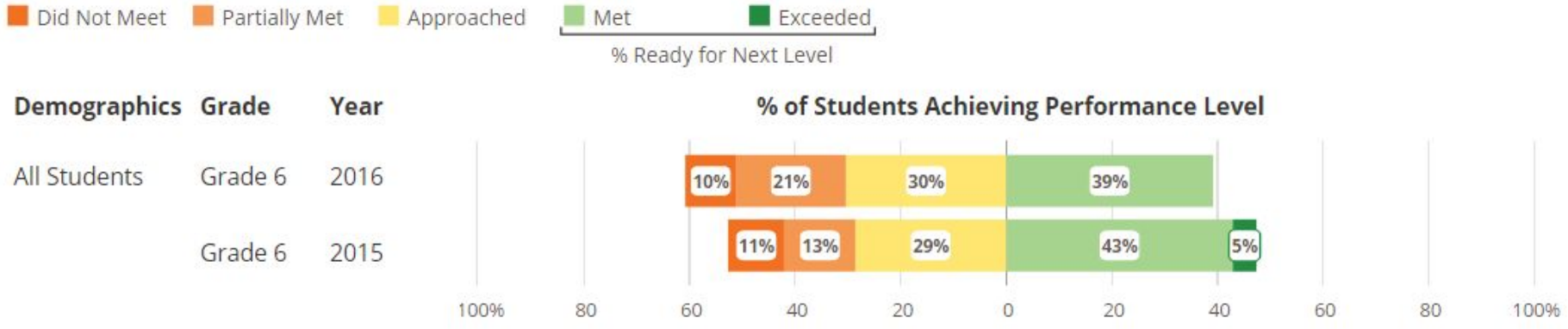
PARCC Math 5th Grade ~ All Students



PARCC Math 5th Grade

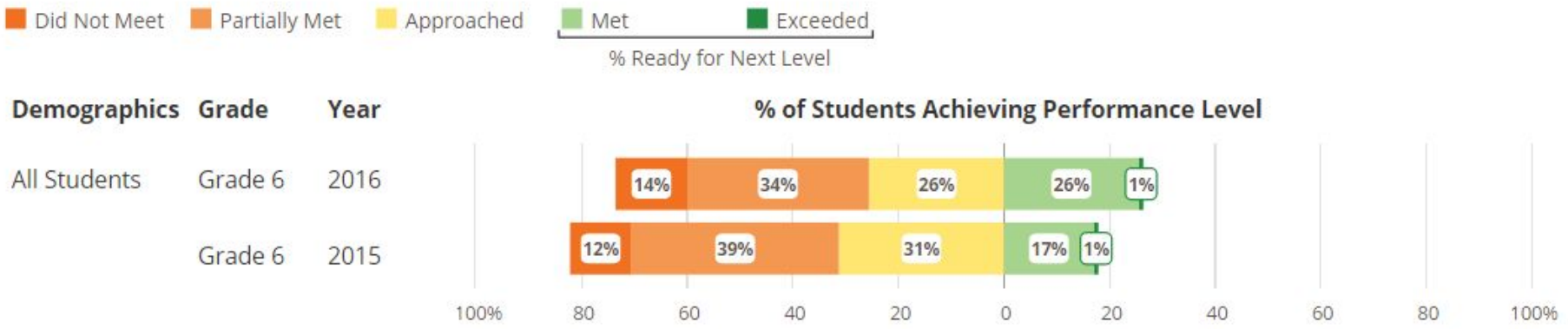


PARCC ELA 6th Grade ~ All Students

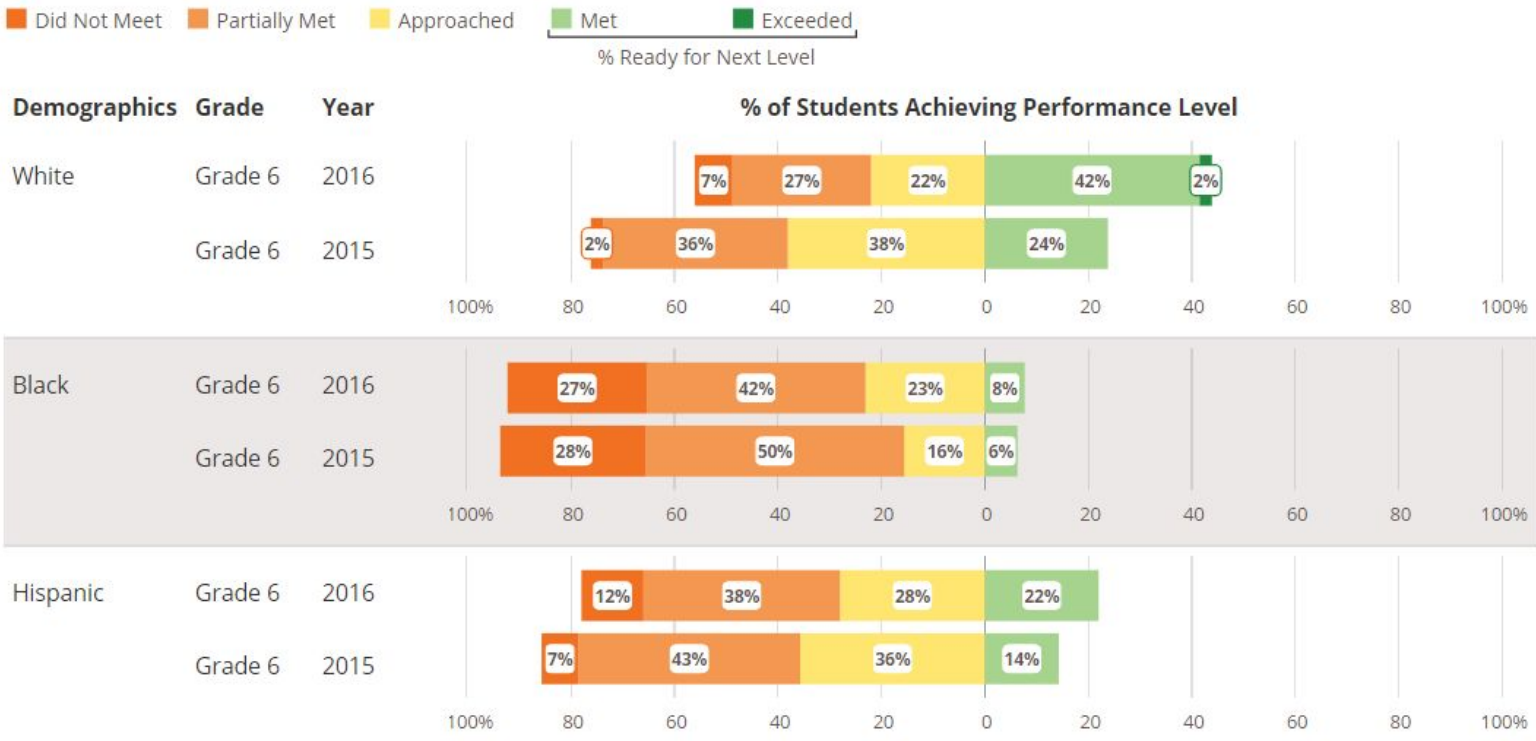


PARCC ELA 6th Grade

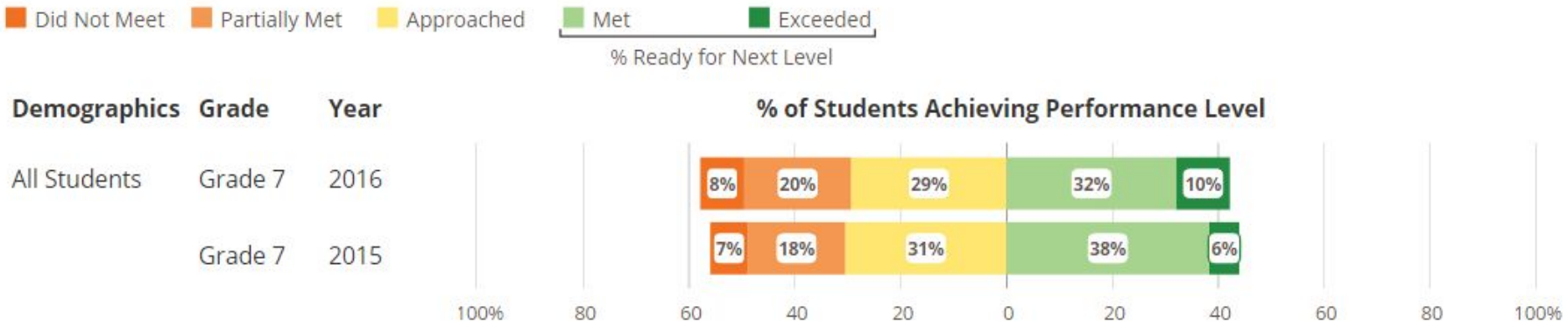
PARCC Math 6th Grade ~ All Students



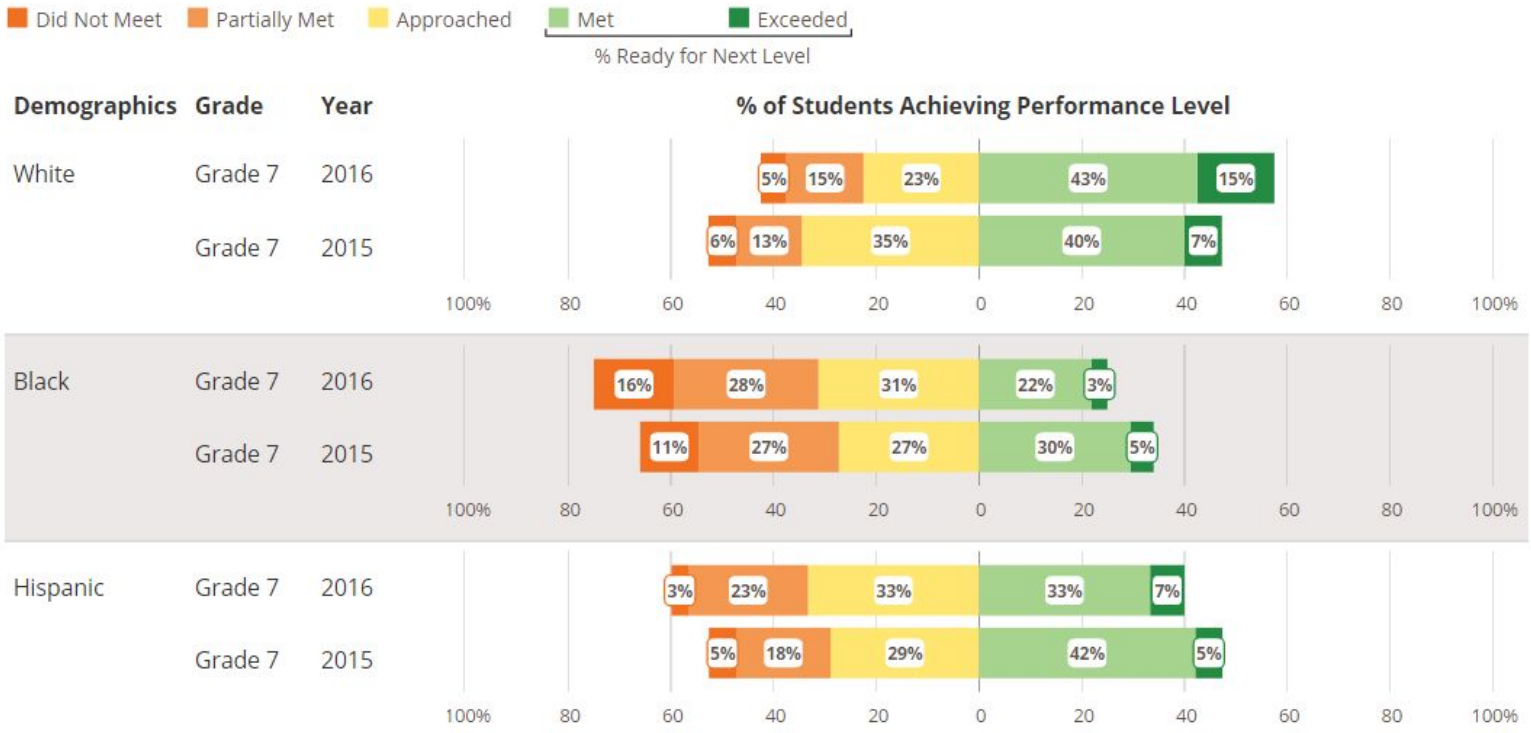
PARCC Math 6th Grade



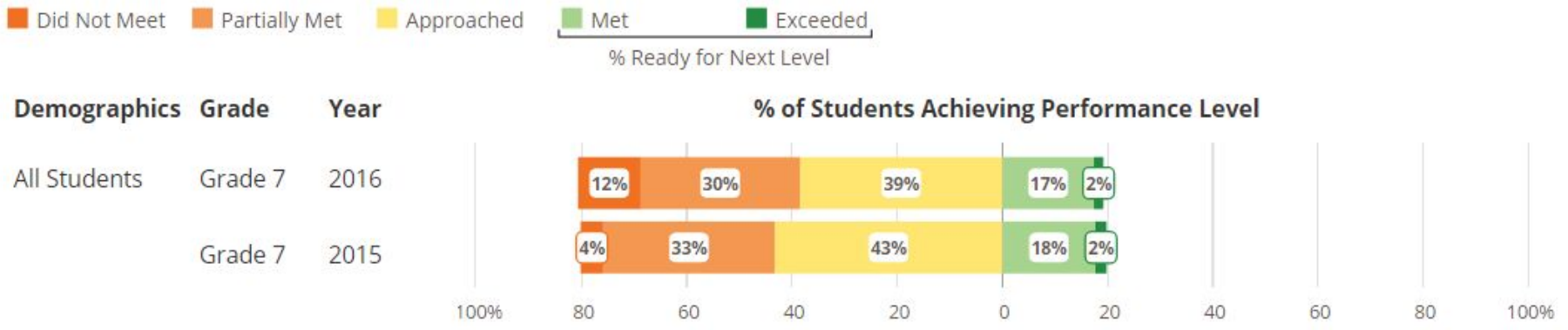
PARCC ELA 7th Grade ~ All Students



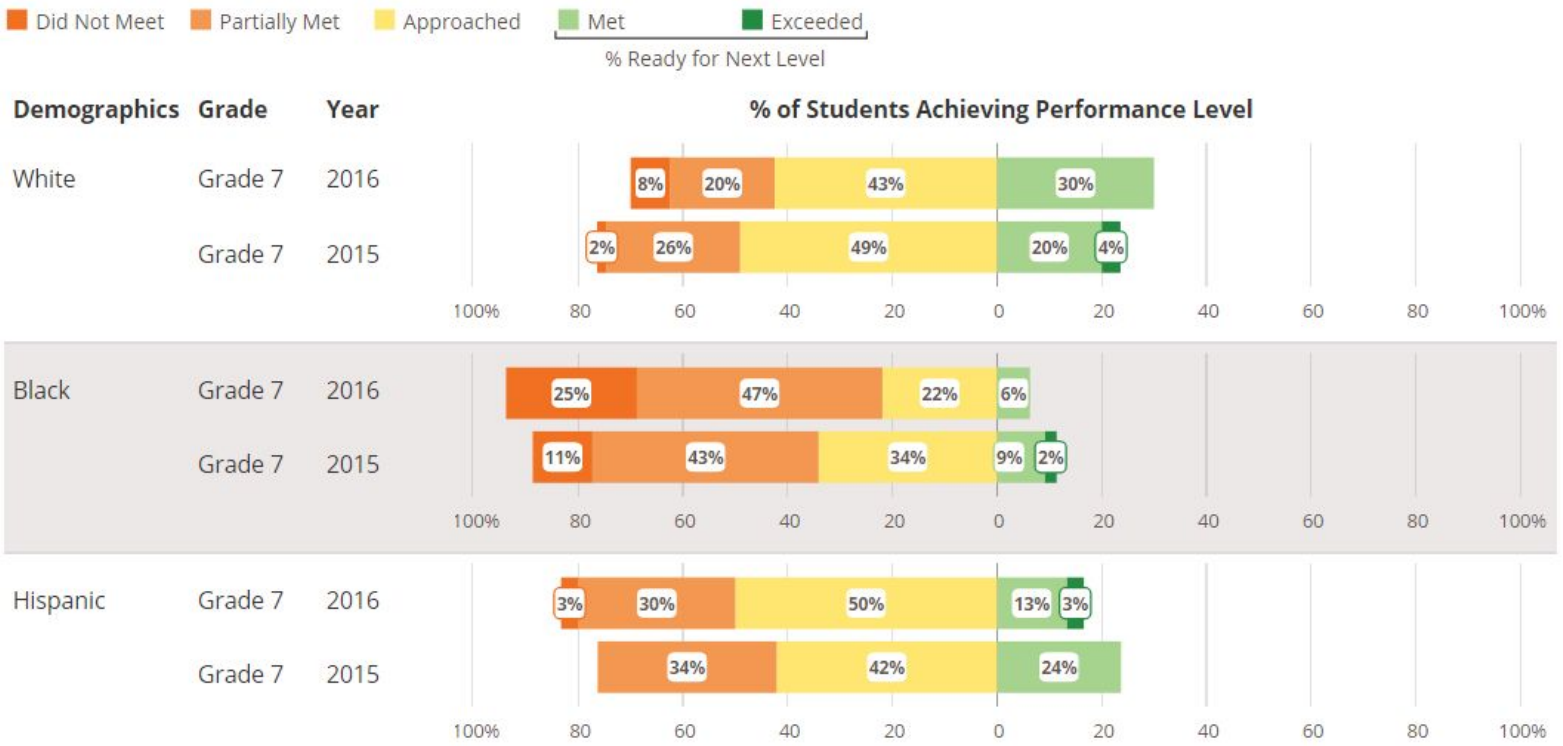
PARCC ELA 7th Grade



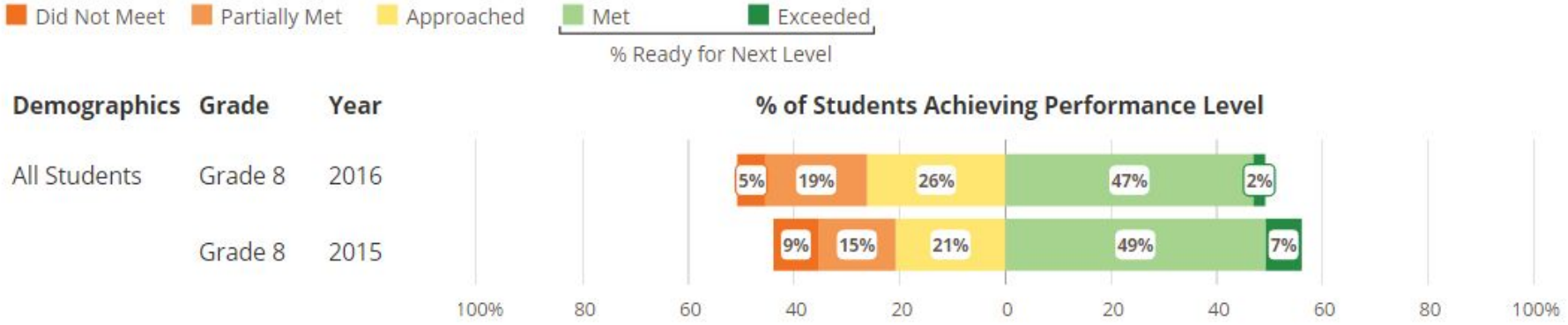
PARCC Math 7th Grade ~ All Students



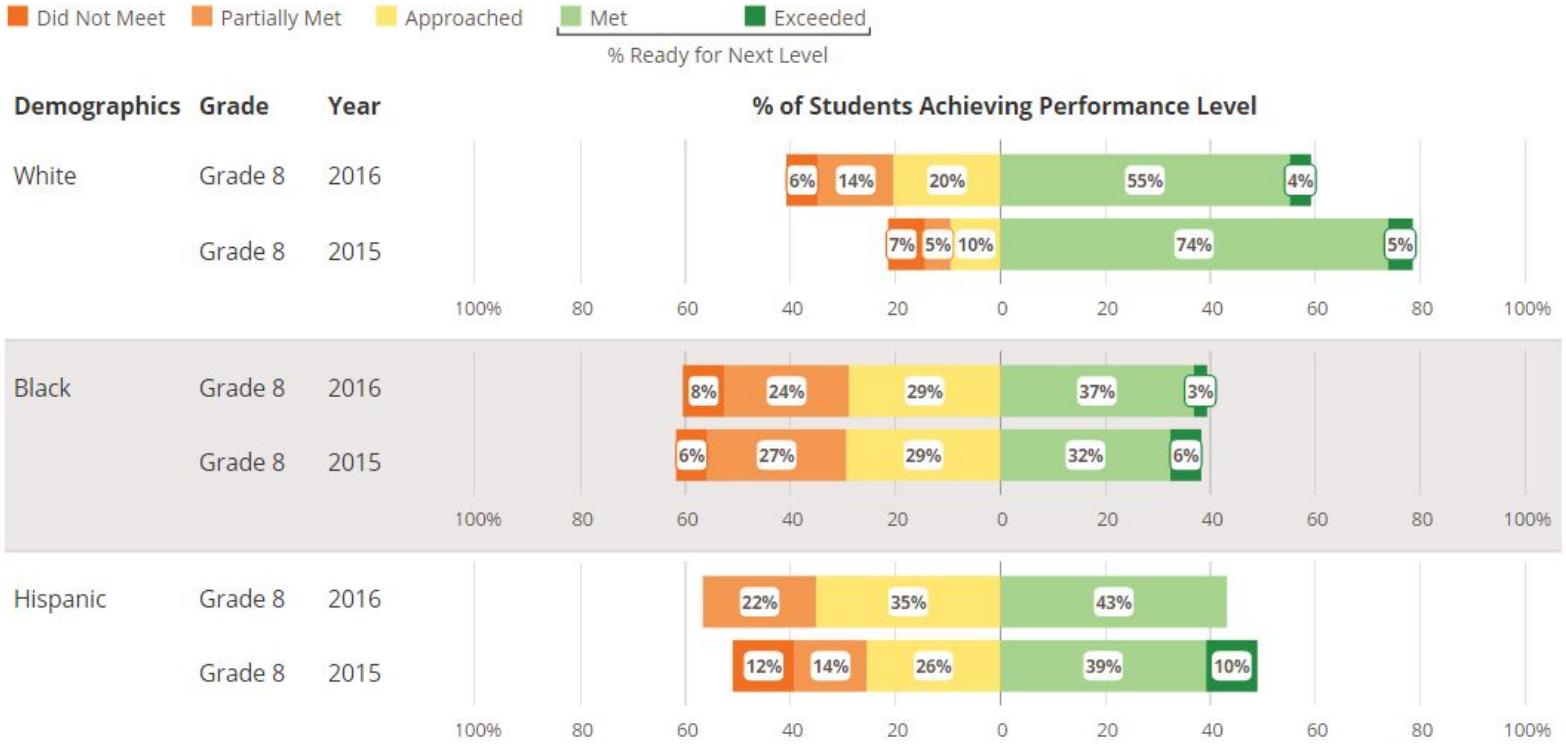
PARCC Math 7th Grade



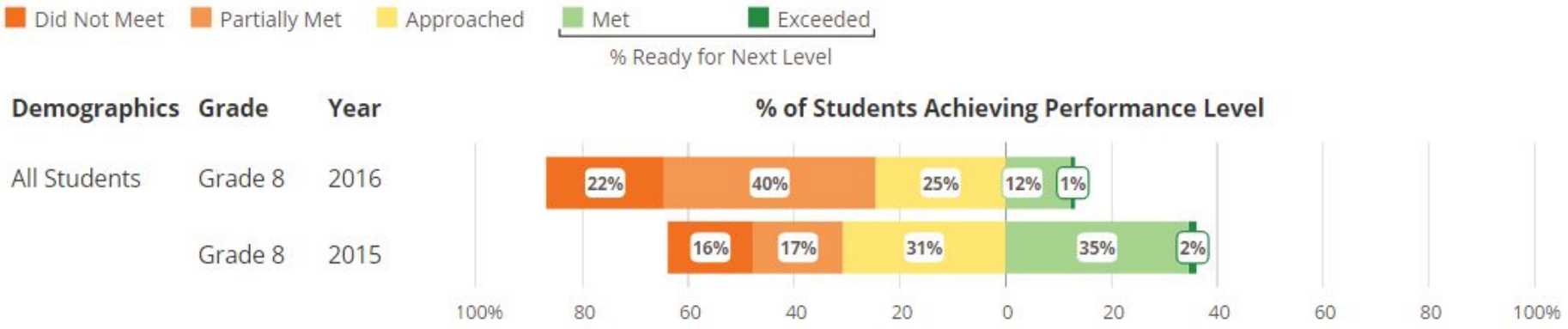
PARCC ELA 8th Grade ~ All Students



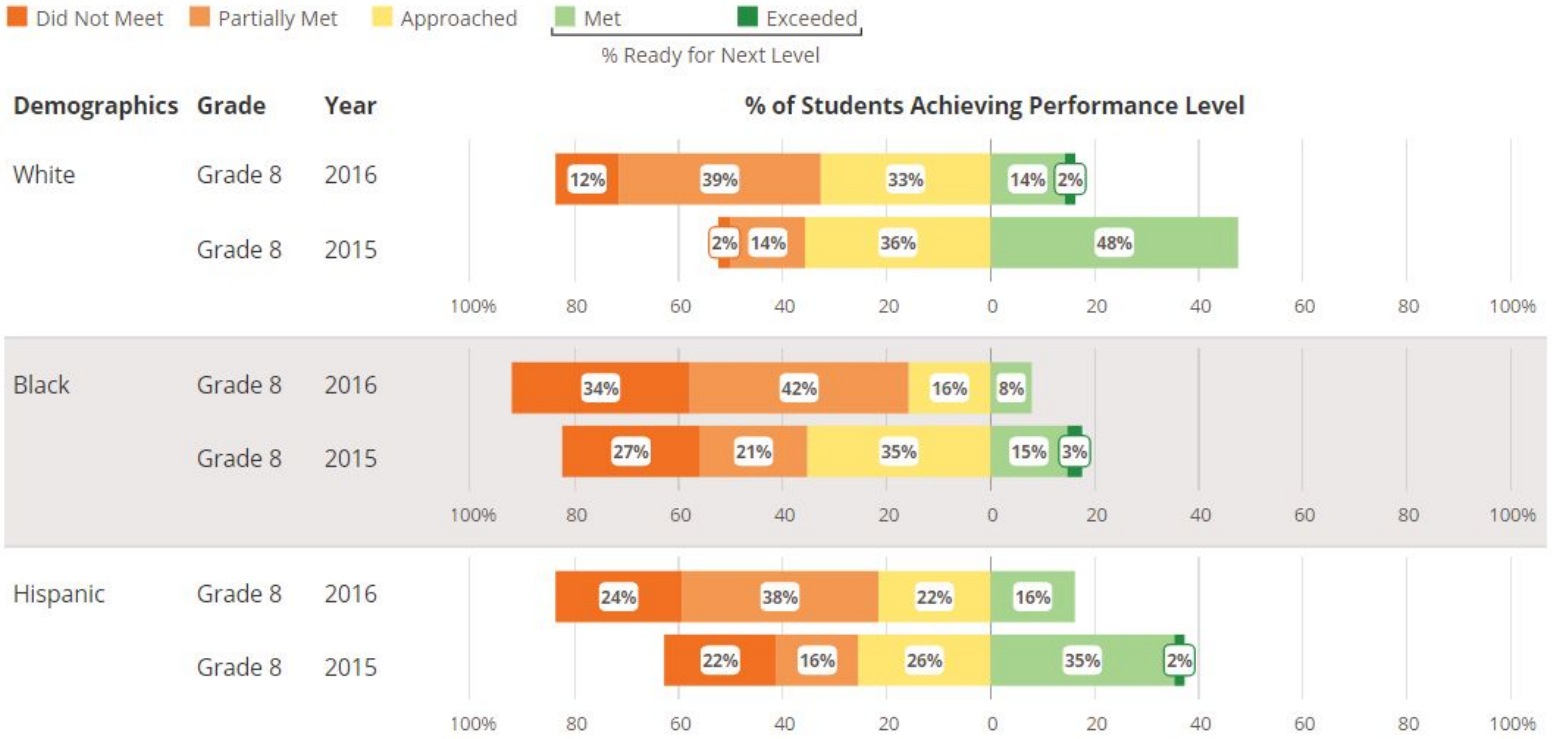
PARCC ELA 8th Grade



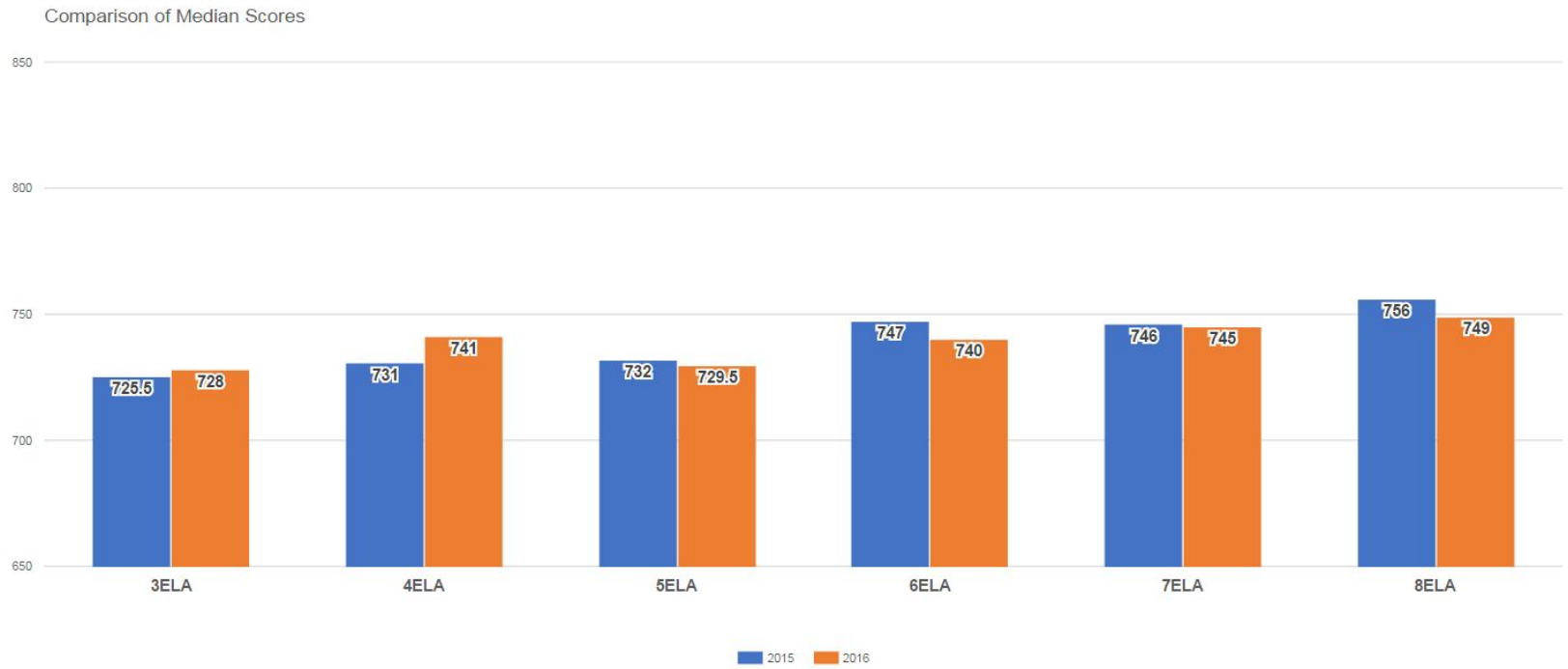
PARCC Math 8th Grade ~ All Students



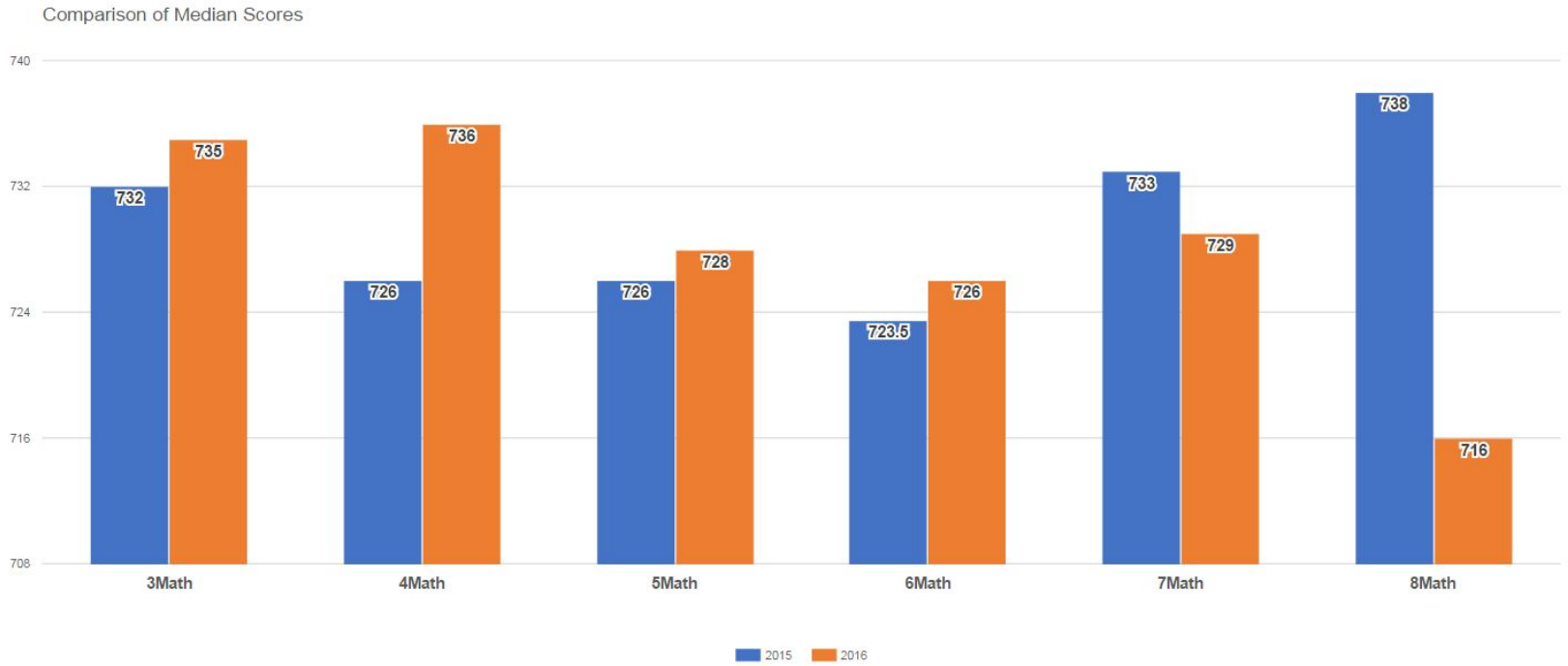
PARCC Math 8th Grade



Comparison of ELA PARCC Median Scores



Comparison of Math PARCC Median Scores



Comparison with Neighboring Schools

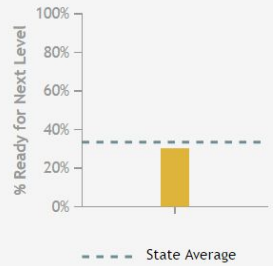
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

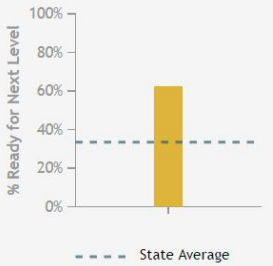
A F Ames Elem School

RIVERSIDE SD 96

86 SOUTHCOTE RD
RIVERSIDE IL 60546 1633
(708) 447-0759
School Website

Mr.Todd Gierman, School Principal

PARCC



		State Avg.
Ready for Next Level	63%	33%

Blythe Park Elem School

RIVERSIDE SD 96

735 LEESLEY RD
RIVERSIDE IL 60546 1717
(708) 447-2168
School Website

Ms.Casimira Gorman, School Principal

PARCC

		State Avg.
Ready for Next Level	49%	33%

Brook Forest Elem School

BUTLER SD 53

60 REGENT DR
OAK BROOK IL 60523 1729
(630) 325-6888
School Website

Mr.Jason Bednar, School Principal

PARCC

		State Avg.
Ready for Next Level	81%	33%

Comparison with Neighboring Schools

Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC

		State Avg.
Ready for Next Level	30%	33%

Brook Park Elem School

BROOKFIELD LAGRANGE PARK SD 95

1214 RAYMOND AVE
LA GRANGE PARK IL 60526 1362
(708) 354-3740
School Website

Mr.Michael Sorensen, School Principal

PARCC

		State Avg.
Ready for Next Level	38%	33%

Central Elem School

RIVERSIDE SD 96

61 WOODSIDE RD
RIVERSIDE IL 60546 1974
(708) 447-1106
School Website

Mr.Peter Gatz, School Principal

PARCC

		State Avg.
Ready for Next Level	56%	33%

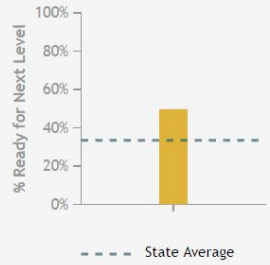
Congress Park Elem School

LA GRANGE SD 102

9311 SHIELDS AVE
BROOKFIELD IL 60513 1825
(708) 482-2430
School Website

Mr.Terry Dutton, School Principal

PARCC



		State Avg.
Ready for Next Level	50%	33%

Comparison with Neighboring Schools

Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC

		State Avg.
Ready for Next Level	30%	33%

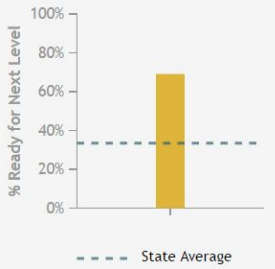
Cossitt Ave Elem School

LA GRANGE SD 102

115 W COSSITT AVE
LA GRANGE IL 60525 2331
(708) 482-2450
School Website

Mr.Michael Michowski, School Principal

PARCC



		State Avg.
Ready for Next Level	69%	33%

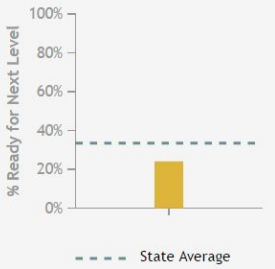
Costello School

LYONS SD 103

4632 CLYDE AVE
LYONS IL 60534 1758
(708) 783-4300
School Website

Ms.Jennifer Bednarczyk, School Principal

PARCC



		State Avg.
Ready for Next Level	24%	33%

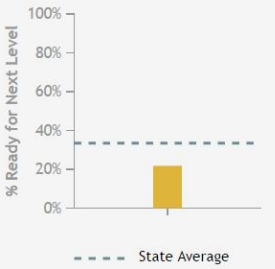
Edison Elem School

LYONS SD 103

4100 SCOVILLE AVE
STICKNEY IL 60402 4428
(708) 783-4400
School Website

Dr.Janice Bernard, School Principal

PARCC



		State Avg.
Ready for Next Level	22%	33%

Comparison with Neighboring Schools

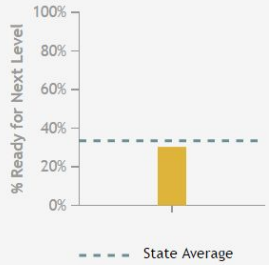
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

Emerson Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

311 WASHINGTON BLVD
MAYWOOD IL 60153 2154
(708) 450-2002
School Website

Mr.Tyrone Smith, School Principal

PARCC

		State Avg.
Ready for Next Level	7%	33%

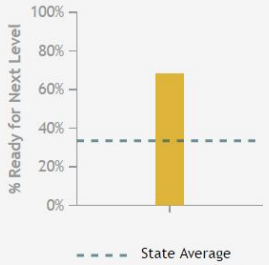
Field Park Elem School

WESTERN SPRINGS SD 101

4335 HOWARD AVE
WESTERN SPRINGS IL 60558 1221
(708) 246-7675
School Website

Brad Promisel, School Principal

PARCC



		State Avg.
Ready for Next Level	68%	33%

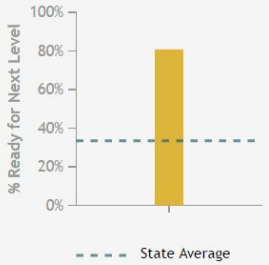
Forest Hills Elem School

WESTERN SPRINGS SD 101

5020 CENTRAL AVE
WESTERN SPRINGS IL 60558 1801
(708) 246-7678
School Website

Mrs.Rachel Corrough, School Principal

PARCC



		State Avg.
Ready for Next Level	81%	33%

Comparison with Neighboring Schools

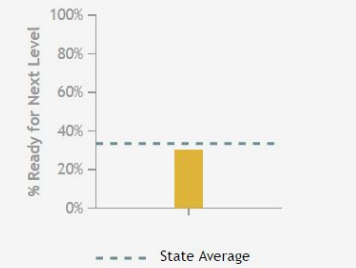
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

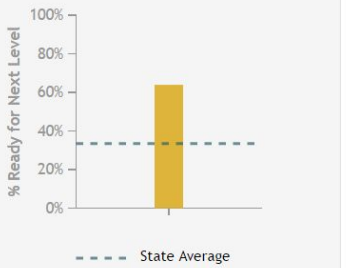
Forest Road Elem School

LA GRANGE SD 102

901 FOREST RD
LA GRANGE PARK IL 60526 1602
(708) 215-7025
School Website

Mr.Jeffrey Bergholtz, School Principal

PARCC



		State Avg.
Ready for Next Level	64%	33%

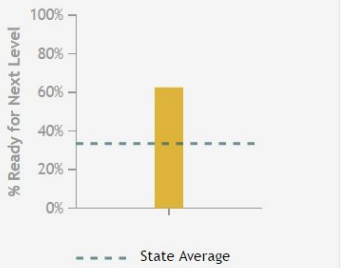
Gower Middle School

GOWER SD 62

7941 S MADISON ST
BURR RIDGE IL 60527 5805
(630) 323-8275
School Website

Mrs.Tracy Murphy, School Principal

PARCC



		State Avg.
Ready for Next Level	63%	33%

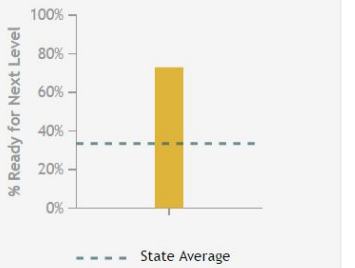
Gower West Elem School

GOWER SD 62

7650 CLARENDON HILLS RD
WILLOWBROOK IL 60527 2319
(630) 323-6446
School Website

Ms.Gina Rodewald, School Principal

PARCC



		State Avg.
Ready for Next Level	73%	33%

Comparison with Neighboring Schools

Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC

		State Avg.
Ready for Next Level	30%	33%

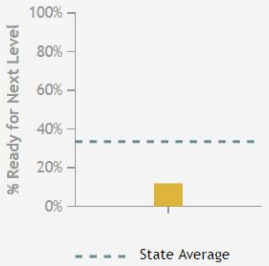
Grant Elem School

BELLWOOD SD 88

1300 N 34TH AVE
MELROSE PARK IL 60160 2835
(708) 343-0410
School Website

Ms.Victoria Hansen, School Principal

PARCC



		State Avg.
Ready for Next Level	12%	33%

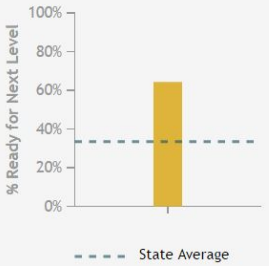
Highlands Elem School

LAGRANGE HIGHLANDS SD 106

5850 LAUREL AVE
LA GRANGE HIGHLANDS IL 60525 7018
(708) 579-6886
School Website

Mr.Brian Graber, School Principal

PARCC



		State Avg.
Ready for Next Level	64%	33%

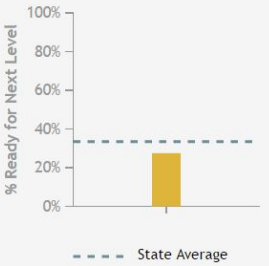
Hillside Elem School

HILLSIDE SD 93

4804 HARRISON ST
HILLSIDE IL 60162 1601
(708) 449-6491
School Website

Steven Bogren, School Principal

PARCC



		State Avg.
Ready for Next Level	28%	33%

Comparison with Neighboring Schools

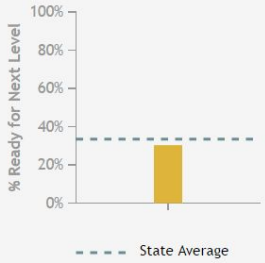
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

Hodgkins Elem School

LA GRANGE SD 105 SOUTH

6516 KANE AVE
HODGKINS IL 60525 7618
(708) 482-2740
School Website

Mr.John Signatur, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

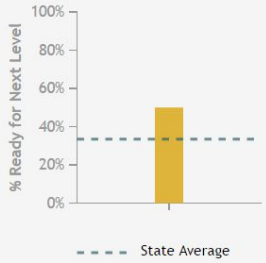
Hollywood Elem School

RIVERSIDE SD 96

3423 HOLLYWOOD AVE
BROOKFIELD IL 60513 1701
(708) 485-7630
School Website

Mrs.Kim Hefner, School Principal

PARCC



		State Avg.
Ready for Next Level	50%	33%

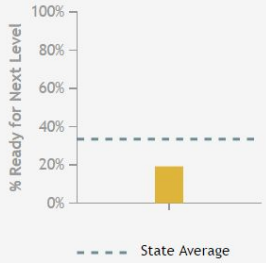
Home Elem School

LYONS SD 103

4400 HOME AVE
STICKNEY IL 60402 4316
(708) 783-4500
School Website

Ms.Kim Ontiveros, School Principal

PARCC



		State Avg.
Ready for Next Level	19%	33%

Comparison with Neighboring Schools

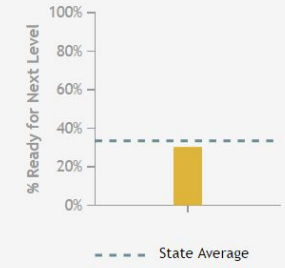
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

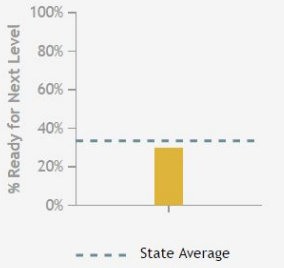
Ideal Elem School

LA GRANGE SD 105 SOUTH

9901 W 58TH ST
COUNTRYSIDE IL 60525 5122
(708) 482-2750
School Website

Mr.Timothy Sheldon, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

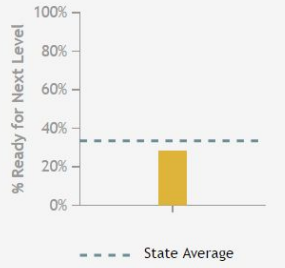
J W Robinson Jr Elem School

LYONS SD 103

4431 GAGE AVE
LYONS IL 60534 1929
(708) 783-4700
School Website

Mr.Alberto Molina, School Principal

PARCC



		State Avg.
Ready for Next Level	28%	33%

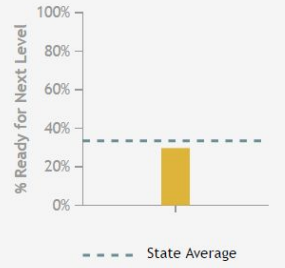
Jane Addams Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

910 DIVISION ST
MELROSE PARK IL 60160 2235
(708) 450-2023
School Website

Mr.Frank Mikl, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

Comparison with Neighboring Schools

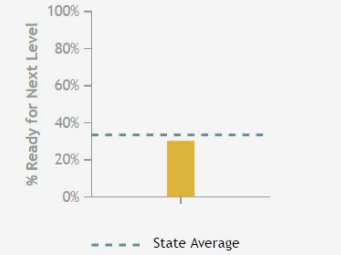
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

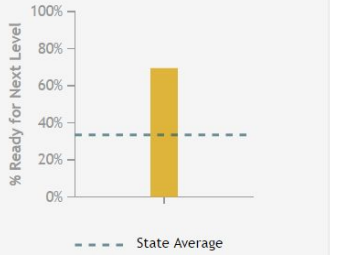
John Laidlaw Elem School

WESTERN SPRINGS SD 101

4072 FOREST AVE
WESTERN SPRINGS IL 60558 1050
(708) 246-7673
School Website

Mrs.Erin Debartolo, School Principal

PARCC



		State Avg.
Ready for Next Level	70%	33%

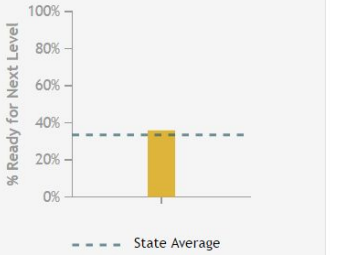
Komarek Elem School

KOMAREK SD 94

8940 W 24TH ST
NORTH RIVERSIDE IL 60546 1158
(708) 447-8030
School Website

Mr.Jason Gold, School Principal

PARCC



		State Avg.
Ready for Next Level	36%	33%

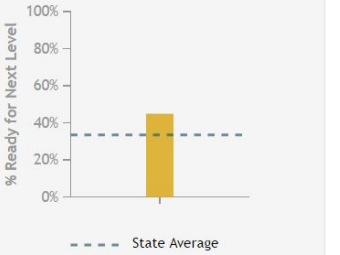
Lace Elem School

DARIEN SD 61

7414 S CASS AVE
DARIEN IL 60561 3608
(630) 968-2589
School Website

Ms.Erin Dwyer, School Principal

PARCC



		State Avg.
Ready for Next Level	45%	33%

Comparison with Neighboring Schools

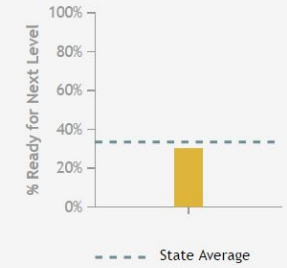
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

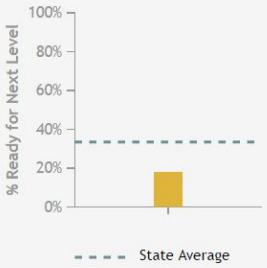
Lincoln Elem School

LYONS SD 103

4300 GROVE AVE
BROOKFIELD IL 60513 2580
(708) 783-4600
School Website

Ms.Katherine Schumann, School Principal

PARCC



		State Avg.
Ready for Next Level	18%	33%

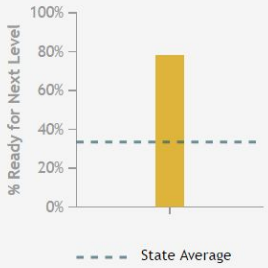
Lincoln Elem School

RIVER FOREST SD 90

511 PARK AVE
RIVER FOREST IL 60305 1712
(708) 366-7340
School Website

Mr.Casey Godfrey, School Principal

PARCC



		State Avg.
Ready for Next Level	78%	33%

Lincoln Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

811 CHICAGO AVE
MAYWOOD IL 60153 1172
(708) 450-2036
School Website

Mrs.Yadira Gomez-Munoz, School Principal

PARCC

		State Avg.
Ready for Next Level	22%	33%

Comparison with Neighboring Schools

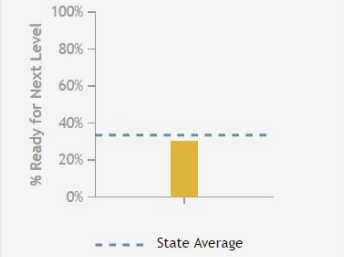
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

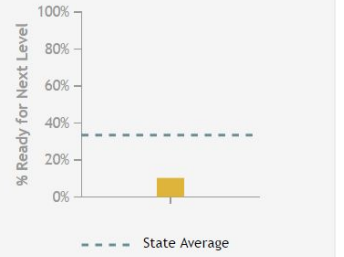
Lincoln Elementary School

BELLWOOD SD 88

3420 JACKSON ST
BELLWOOD IL 60104 2419
(708) 544-3373
School Website

Ms.Dorsey Rivers, School Principal

PARCC



		State Avg.
Ready for Next Level	10%	33%

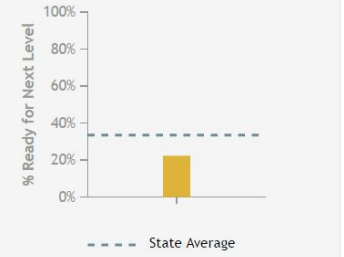
Lindop Elem School

LINDOP SD 92

2400 S 18TH AVE
BROADVIEW IL 60155 3930
(708) 345-3110
School Website

Dr.Sonya Spaulding, School Principal

PARCC



		State Avg.
Ready for Next Level	22%	33%

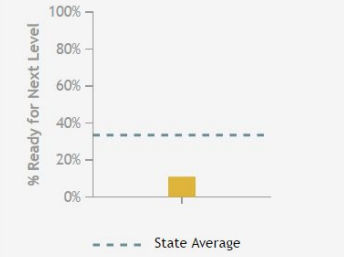
Mckinley Elem School

BELLWOOD SD 88

3317 BUTTERFIELD RD
BELLWOOD IL 60104 1450
(708) 544-5230
School Website

Joann Scott, School Principal

PARCC



		State Avg.
Ready for Next Level	11%	33%

Comparison with Neighboring Schools

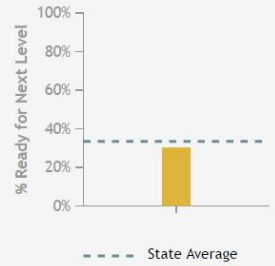
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

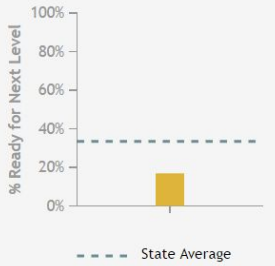
Melrose Park Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

1715 W LAKE ST
MELROSE PARK IL 60160 3818
(708) 450-2042
School Website

Mrs.Maribel Taboada, School Principal

PARCC



		State Avg.
Ready for Next Level	17%	33%

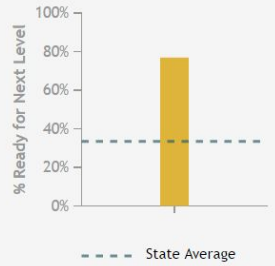
Ogden Ave Elem School

LA GRANGE SD 102

501 W OGDEN AVE
LA GRANGE IL 60525 1850
(708) 215-7025
School Website

Ms.Pattii Waldo, School Principal

PARCC



		State Avg.
Ready for Next Level	77%	33%

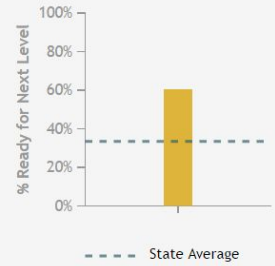
Pleasantdale Elementary School

PLEASANTDALE SD 107

8100 SCHOOL ST
LA GRANGE IL 60525 5225
(708) 246-4700
School Website

Mr.Matt Vandercar, School Principal

PARCC



		State Avg.
Ready for Next Level	61%	33%

Comparison with Neighboring Schools

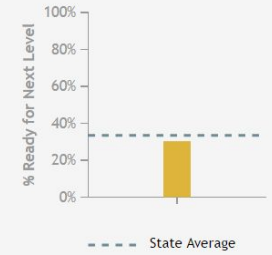
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

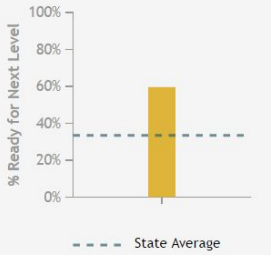
Pleasantdale Middle Sch

PLEASANTDALE SD 107

7450 WOLF RD
BURR RIDGE IL 60527 7714
(708) 246-3210
School Website

Mr.John Glimco, School Principal

PARCC



		State Avg.
Ready for Next Level	60%	33%

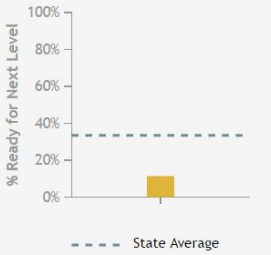
Roosevelt Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

1927 S 15TH AVE
BROADVIEW IL 60155 3005
(708) 450-2047
School Website

Mr.Patrick Keller, School Principal

PARCC



		State Avg.
Ready for Next Level	11%	33%

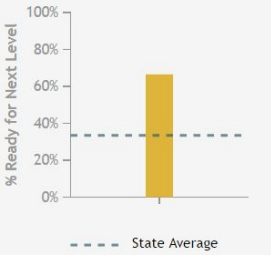
Roosevelt School

RIVER FOREST SD 90

7560 OAK AVE
RIVER FOREST IL 60305 1842
(708) 366-9230
School Website

Larry Garstki, School Principal

PARCC



		State Avg.
Ready for Next Level	67%	33%

Comparison with Neighboring Schools

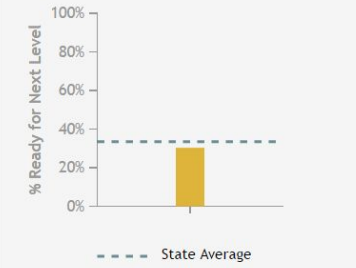
Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC



		State Avg.
Ready for Next Level	30%	33%

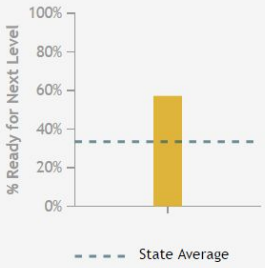
Seventh Ave Elem School

LA GRANGE SD 105 SOUTH

701 7TH AVE
LA GRANGE IL 60525 6705
(708) 482-2730
School Website

Mrs.Erin Hall, School Principal

PARCC



		State Avg.
Ready for Next Level	57%	33%

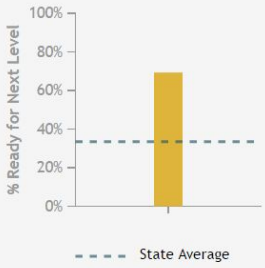
Spring Ave Elem School

LA GRANGE SD 105 SOUTH

1001 S SPRING AVE
LA GRANGE IL 60525 2760
(708) 482-2710
School Website

Mr.Brian Lawson, School Principal

PARCC



		State Avg.
Ready for Next Level	69%	33%

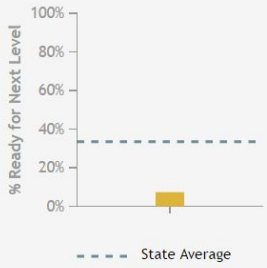
Thurgood Marshall Elem School

BELLWOOD SD 88

2501 Oak St
BELLWOOD IL 60104 1537
(708) 544-6995
School Website

Mr.Sarah Kilgore, School Principal

PARCC



		State Avg.
Ready for Next Level	7%	33%

Comparison with Neighboring Schools

Westchester Intermediate School

WESTCHESTER SD 92-5

10900 CANTERBURY ST
WESTCHESTER IL 60154 3457
(708) 450-2700
School Website

Mrs.Pamela Samson, School Principal

PARCC

		State Avg.
Ready for Next Level	30%	33%

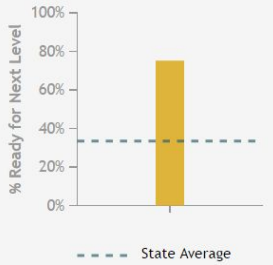
Willard Elem School

RIVER FOREST SD 90

1250 ASHLAND AVE
RIVER FOREST IL 60305 1028
(708) 366-6740
School Website

Ms.Diane Wood, School Principal

PARCC



		State Avg.
Ready for Next Level	75%	33%

Comparison with Neighboring Schools

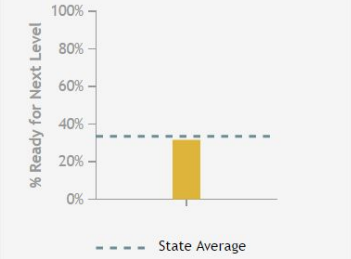
Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC



		State Avg.
Ready for Next Level	32%	33%

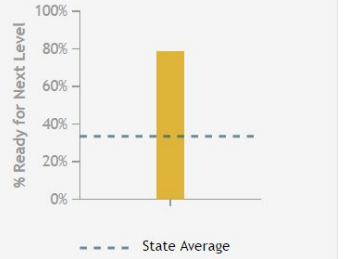
Butler Junior High School

BUTLER SD 53

2801 YORK RD
OAK BROOK IL 60523 2334
(630) 573-2760
School Website

Ms.Amy Read, School Principal

PARCC



		State Avg.
Ready for Next Level	79%	33%

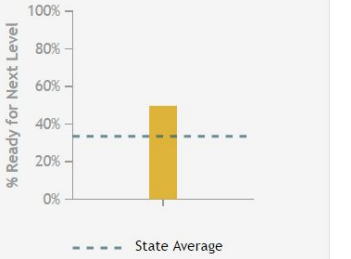
Congress Park Elem School

LA GRANGE SD 102

9311 SHIELDS AVE
BROOKFIELD IL 60513 1825
(708) 482-2430
School Website

Mr.Terry Dutton, School Principal

PARCC



		State Avg.
Ready for Next Level	50%	33%

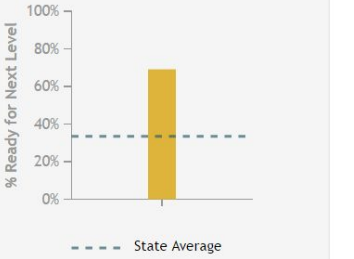
Cossitt Ave Elem School

LA GRANGE SD 102

115 W COSSITT AVE
LA GRANGE IL 60525 2331
(708) 482-2450
School Website

Mr.Michael Michowski, School Principal

PARCC



		State Avg.
Ready for Next Level	69%	33%

Comparison with Neighboring Schools

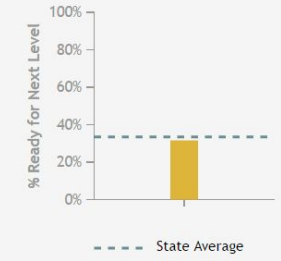
Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC



		State Avg.
Ready for Next Level	32%	33%

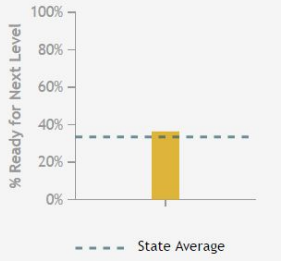
Eisenhower Jr High School

DARIEN SD 61

1410 75TH ST
DARIEN IL 60561 4405
(630) 964-5200
School Website

Mr.Jacob Buck, School Principal

PARCC



		State Avg.
Ready for Next Level	36%	33%

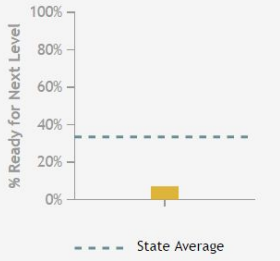
Emerson Elem School

MAYWOOD-MELROSE PARK-BROADVIEW 89

311 WASHINGTON BLVD
MAYWOOD IL 60153 2154
(708) 450-2002
School Website

Mr.Tyrone Smith, School Principal

PARCC



		State Avg.
Ready for Next Level	7%	33%

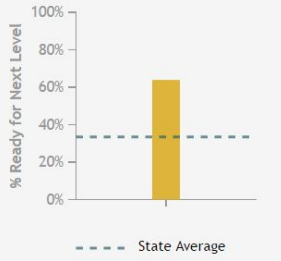
Forest Road Elem School

LA GRANGE SD 102

901 FOREST RD
LA GRANGE PARK IL 60526 1602
(708) 215-7025
School Website

Mr.Jeffrey Bergholtz, School Principal

PARCC



		State Avg.
Ready for Next Level	64%	33%

Comparison with Neighboring Schools

Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

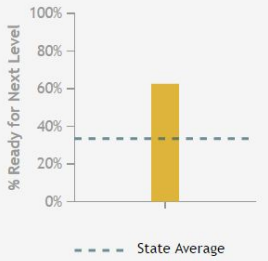
Gower Middle School

GOWER SD 62

7941 S MADISON ST
BURR RIDGE IL 60527 5805
(630) 323-8275
School Website

Mrs.Tracy Murphy, School Principal

PARCC



		State Avg.
Ready for Next Level	63%	33%

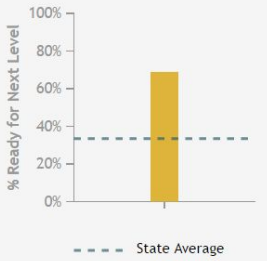
Highlands Middle School

LAGRANGE HIGHLANDS SD 106

1850 W PLAINFIELD RD
LA GRANGE HIGHLANDS IL 60525 3730
(708) 579-6890
School Website

Michael Papierski, School Principal

PARCC



		State Avg.
Ready for Next Level	69%	33%

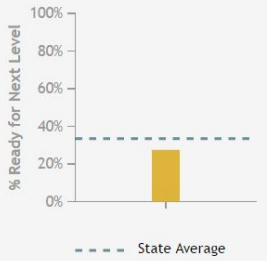
Hillside Elem School

HILLSIDE SD 93

4804 HARRISON ST
HILLSIDE IL 60162 1601
(708) 449-6491
School Website

Steven Bogren, School Principal

PARCC



		State Avg.
Ready for Next Level	28%	33%

Comparison with Neighboring Schools

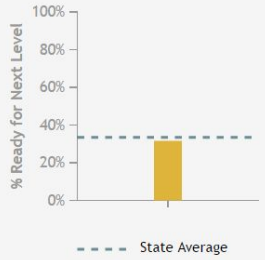
Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC



		State Avg.
Ready for Next Level	32%	33%

Hodgkins Elem School

LA GRANGE SD 105 SOUTH

6516 KANE AVE
HODGKINS IL 60525 7618
(708) 482-2740
School Website

Mr.John Signatur, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

Ideal Elem School

LA GRANGE SD 105 SOUTH

9901 W 58TH ST
COUNTRYSIDE IL 60525 5122
(708) 482-2750
School Website

Mr.Timothy Sheldon, School Principal

PARCC

		State Avg.
Ready for Next Level	30%	33%

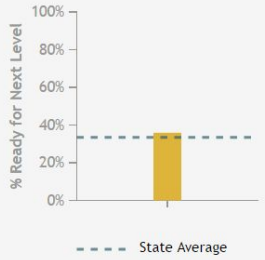
Komarek Elem School

KOMAREK SD 94

8940 W 24TH ST
NORTH RIVERSIDE IL 60546 1158
(708) 447-8030
School Website

Mr.Jason Gold, School Principal

PARCC



		State Avg.
Ready for Next Level	36%	33%

Comparison with Neighboring Schools

Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

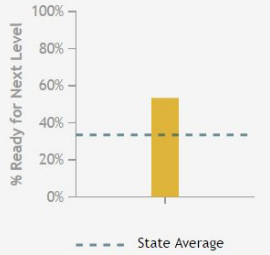
L J Hauser Jr High School

RIVERSIDE SD 96

65 WOODSIDE RD
RIVERSIDE IL 60546 1974
(708) 447-3896
School Website

Mrs.April Mahy, School Principal

PARCC



		State Avg.
Ready for Next Level	53%	33%

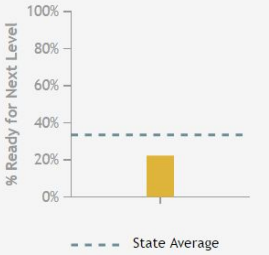
Lindop Elem School

LINDOP SD 92

2400 S 18TH AVE
BROADVIEW IL 60155 3930
(708) 345-3110
School Website

Dr.Sonya Spaulding, School Principal

PARCC



		State Avg.
Ready for Next Level	22%	33%

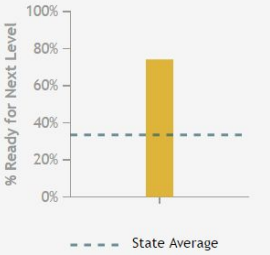
Mcclure Jr High School

WESTERN SPRINGS SD 101

4225 WOLF RD
WESTERN SPRINGS IL 60558 1453
(708) 246-7590
School Website

Mr.F Daniel Chick, School Principal

PARCC



		State Avg.
Ready for Next Level	74%	33%

Comparison with Neighboring Schools

Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

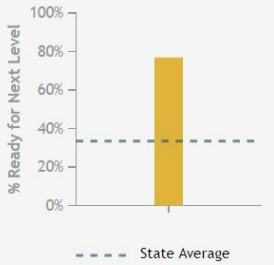
Ogden Ave Elem School

LA GRANGE SD 102

501 W OGDEN AVE
LA GRANGE IL 60525 1850
(708) 215-7025
School Website

Ms.Pattii Waldo, School Principal

PARCC



		State Avg.
Ready for Next Level	77%	33%

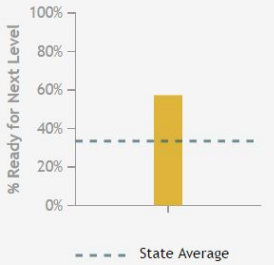
Park Junior High School

LA GRANGE SD 102

325 N PARK RD
LA GRANGE PARK IL 60526 1802
(708) 215-7025
School Website

Mr.Philip Abraham, School Principal

PARCC



		State Avg.
Ready for Next Level	57%	33%

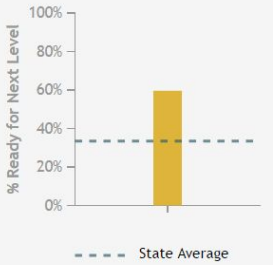
Pleasantdale Middle Sch

PLEASANTDALE SD 107

7450 WOLF RD
BURR RIDGE IL 60527 7714
(708) 246-3210
School Website

Mr.John Glimco, School Principal

PARCC



		State Avg.
Ready for Next Level	60%	33%

Comparison with Neighboring Schools

Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

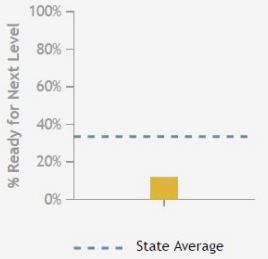
Roosevelt Middle School

BELLWOOD SD 88

2500 OAK ST
BELLWOOD IL 60104 1525
(708) 544-3318
School Website

Mr.Mark Holder, School Principal

PARCC



		State Avg.
Ready for Next Level	12%	33%

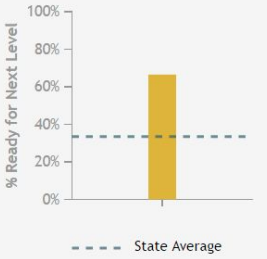
Roosevelt School

RIVER FOREST SD 90

7560 OAK AVE
RIVER FOREST IL 60305 1842
(708) 366-9230
School Website

Larry Garstki, School Principal

PARCC



		State Avg.
Ready for Next Level	67%	33%

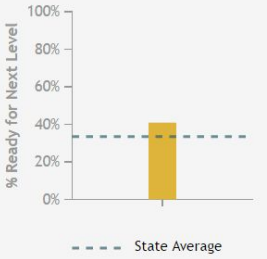
S E Gross Middle School

BROOKFIELD LAGRANGE PARK SD 95

3524 MAPLE AVE
BROOKFIELD IL 60513 1250
(708) 485-0600
School Website

Mr.Todd Fitzgerald, School Principal

PARCC



		State Avg.
Ready for Next Level	41%	33%

Comparison with Neighboring Schools

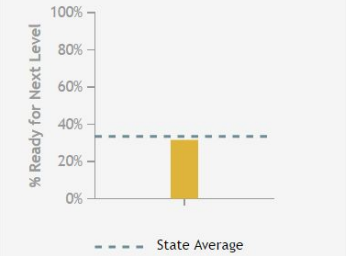
Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC



		State Avg.
Ready for Next Level	32%	33%

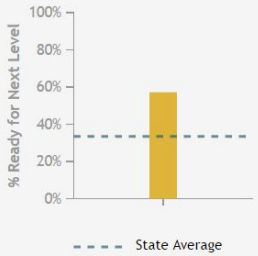
Seventh Ave Elem School

LA GRANGE SD 105 SOUTH

701 7TH AVE
LA GRANGE IL 60525 6705
(708) 482-2730
School Website

Mrs.Erin Hall, School Principal

PARCC



		State Avg.
Ready for Next Level	57%	33%

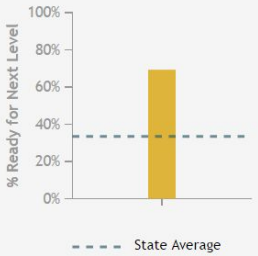
Spring Ave Elem School

LA GRANGE SD 105 SOUTH

1001 S SPRING AVE
LA GRANGE IL 60525 2760
(708) 482-2710
School Website

Mr.Brian Lawson, School Principal

PARCC



		State Avg.
Ready for Next Level	69%	33%

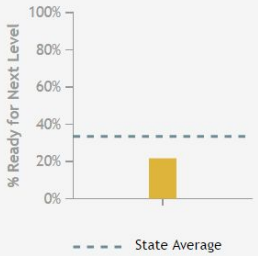
Washington Middle School

LYONS SD 103

8101 OGDEN AVE
LYONS IL 60534 1700
(708) 783-4200
School Website

Mr.Christopher Cybulski, School Principal

PARCC



		State Avg.
Ready for Next Level	22%	33%

Comparison with Neighboring Schools

Westchester Middle School

WESTCHESTER SD 92-5

1620 NORFOLK AVE
WESTCHESTER IL 60154 4430
(708) 450-2700
School Website

Mr.Gregory Leban, School Principal

PARCC

		State Avg.
Ready for Next Level	32%	33%

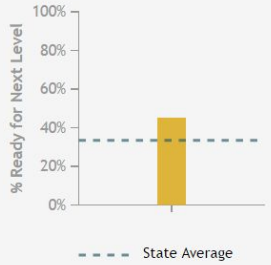
Wm F Gurrie Middle School

LA GRANGE SD 105 SOUTH

1001 S SPRING AVE
LA GRANGE IL 60525 2760
(708) 482-2720
School Website

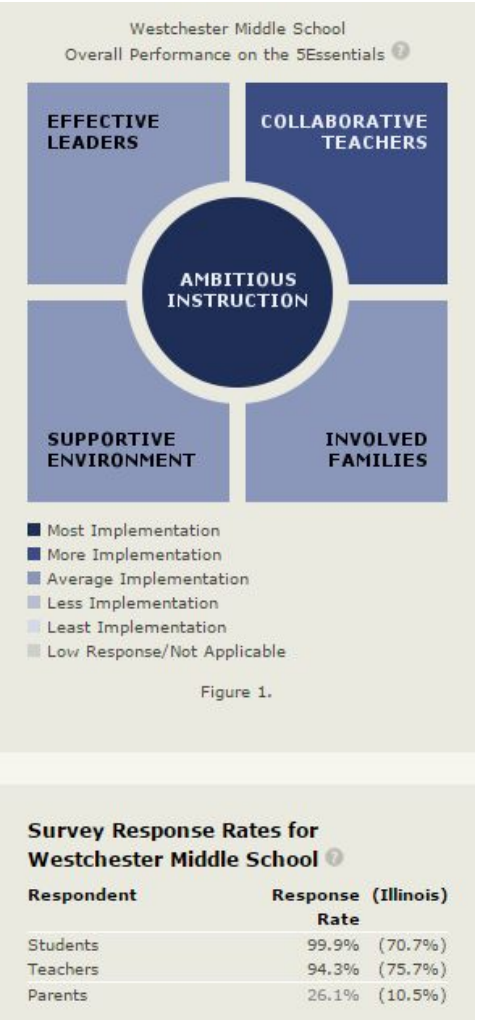
Mr.Edmond Hood, School Principal

PARCC



		State Avg.
Ready for Next Level	45%	33%

5Essentials Survey - WMS



Survey Response Rates for Westchester Middle School

Respondent	Response Rate	(Illinois)
Students	99.9%	(70.7%)
Teachers	94.3%	(75.7%)
Parents	26.1%	(10.5%)

5Essentials Survey - Response Rates

	Student	Teacher	Parent
WPS	N/A	93%	31%
WIS	N/A	83%	20%
WMS	100%	93%	23%

Discipline/Positive Behaviors, Interventions & Support

WPS	Average Referrals Per Day				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
August	0.29	0.00	0.00	0.00	0.17
September	1.26	0.05	0.33	0.10	0.24
October	0.67	0.33	0.43	0.40	0.47
November	1.67	0.38	0.56	0.29	0.39
December	1.87	0.20	0.73	0.07	0.38
January	0.33	0.26	0.28	0.17	0.25
February	1.22	0.21	0.42	0.15	
March	0.93	0.40	0.95	0.75	
April	0.55	0.28	0.06	1.00	
May	0.77	0.14	1.05	0.76	
June	0.14	0.11	0.00	0.15	
Average Referrals Per Day/Year	0.81	0.10	0.40	0.32	0.18
Total Referrals (as of 2/1)	156	41	89	72	36

Discipline/Positive Behaviors, Interventions & Support

WPS	Referrals by Problem Behavior				
Top 8 Referral Types	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Defiance/Dis./Non-Comp.	37	4	10	27	9
Physical contact/Physical Agg.	36	10	7	9	8
Disruption	0	5	8	21	14
Abusive/Inappropriate Language	4	3	3	3	2
Fighting	0	0	1	4	0
Inappropriate Location/Out of Bounds	0	0	2	0	0
Harassment/Bullying	4	3	3	2	0
Forgery/Theft/Plagiarism	2	5	2	3	2
Top 8 Referral Total	83	30	36	69	35
Overall Total Referrals (as of 2/1)	169	41	36	72	36

Discipline/Positive Behaviors, Interventions & Support

WIS	Average Referrals Per Day				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
August	0.00	0.20	0.40	0.00	0.00
September	0.42	0.45	0.19	0.10	0.24
October	0.52	1.00	0.62	0.70	0.16
November	0.33	0.94	0.94	0.47	0.76
December	0.53	0.60	0.87	0.64	0.50
January	0.83	0.37	0.33	0.50	0.31
February	0.83	1.26	0.47	1.10	
March	0.33	0.62	0.74	0.24	
April	0.30	0.86	1.06	1.32	
May	0.86	0.29	1.30	1.05	
June	0.00	0.22	0.25	0.00	
Average Referrals	0.93	0.57	0.60	0.51	0.21
Per Day/Year					
Total Referrals (as of 2/1)	180	120	122	114	43

Discipline/Positive Behaviors, Interventions & Support

WIS	Referrals by Problem Behavior				
Top 8 Referral Types	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Defiance/Dis./Non-Comp.	29	25	15	16	7
Physical Aggression	19	17	25	32	3
Other	0	5	0	7	2
Abusive/Inappropriate. Language	3	17	19	15	3
Harassment/Bullying	14	17	11	7	1
Disruption	3	34	23	19	10
Forgery/Theft/Plagiarism	4	0	10	5	7
Fighting	0	5	10	5	8
Top 8 Referral Total	72	120	113	106	41
Overall Total Referrals (as of 2/1)	93	120	122	114	43

Discipline/Positive Behaviors, Interventions & Support

WMS	Average Referrals Per Day Per Month				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
August	0.71	0.00	0.00	0.00	0.50
September	2.79	1.75	2.05	0.52	0.43
October	4.29	3.14	3.24	0.70	2.05
November	2.24	3.75	2.35	0.88	2.33
December	2.53	2.13	1.80	0.36	2.81
January	3.17	2.71	1.61	1.00	1.44
February	3.95	3.42	2.89	3.00	
March	1.87	1.57	3.37	1.71	
April	2.95	3.38	3.33	0.60	
May	3.68	3.52	4.00	2.43	
June	2.50	.83	1.80	0.50	
Average Referrals Per Day/Year	2.56	2.18	2.20	0.97	0.80
Total Referrals (as of 2/1)	529	476	475	219	161

Discipline/Positive Behaviors, Interventions & Support

WMS	Referrals by Problem Behavior				
Top 8 Referral Types	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Other Behavior – Red Cards	279	230	251	76	47
Defiance/Insub./Non-Comp.	32	37	27	12	12
Truancy (Tardy to School)	64	25	17	11	21
Disruption	22	76	64	33	30
Abusive Language/Profanity	35	26	24	13	7
Technology Violation	15	18	31	34	14
Other Behavior	7	6	21	7	11
Harassment/Bullying	16	14	11	21	9
Top 8 Referral Total	470	432	446	207	151
Overall Total Referrals (as of 2/1)	529	476	475	219	161

Out-of-School Suspensions 2016-17 School Year

Two

Senate Bill 100

Exclusionary Discipline

Summary

On August 24, 2015, Gov. Rauner signed SB 100, which won bipartisan support from state lawmakers. It was championed by students who argued that big changes would be necessary to drive down the use of exclusionary discipline and to reduce disproportionately high rates of discipline for students of color.

Summary

In pressing for policy change, advocates cited discipline rates in Chicago schools. Although black students represented 41.3 percent of the district's enrollment in the 2011-12 school year, they represented 69.3 percent of students who were suspended and 71 percent of students who were expelled, according to the most recent data available from the U.S. Department of Education’s office for civil rights.

The Illinois General Assembly added the following language to the Illinois School Code which sets forth the rationale for the overhaul of Section 10-22.6 related to Illinois School District's use of exclusionary discipline:

•Among the many possible disciplinary interventions and consequences available to school officials, school exclusions, such as out-of-school suspensions and expulsions, are the most serious.

• School officials shall limit the number and duration of expulsions and suspensions to the greatest extent practicable, and it is recommended that they use them only for legitimate educational purposes.

• To ensure that students are not excluded from school unnecessarily, it is recommended that school officials consider forms of non-exculsionary discipline prior to using out-of-school suspensions or expulsions.

Out of School Suspensions (OSS) for Three Days or Less:

– May be used only if the student's continuing presence in school would pose:

• A threat to school safety; OR

• A disruption to other students' learning opportunities.

"shall be determined on a case-by-case basis by the school board or its designee."

Out of School Suspensions (OSS) for Three Days or Less:

– School officials “shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent practicable.”

Out of School Suspensions for:

-Four or More Days

-Expulsions

-Disciplinary Removals to Alternative Schools

– May be used only if:

• Other appropriate and available behavior and disciplinary interventions have been exhausted; AND

• The student's continuing presence in school would either:

– Pose a threat to the safety of other students, staff or members of the school community; OR

– Substantially disrupt, impede or interfere with the operation of the school.

Out of School Suspensions for:

-Four or More Days

-Expulsions

-Disciplinary Removals to Alternative Schools

– Whether a student's continuing presence in school would pose a "threat" or "substantial disruption" shall be determined on a case-by-case basis by school officials.

– The determination of whether "appropriate interventions" have been exhausted shall be made by school officials.

– School officials "shall make all reasonable efforts to resolve such threats…and minimize exclusion to the greatest extent practicable."

Requirements Related to Missed Assignments

•Students who are suspended from school must have the opportunity to make up work for equivalent academic credit.

Specific Provisions

- School officials may not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

- A student may not be issued a monetary fine or fee as a disciplinary consequence, though this shall not preclude requiring a student to provide restitution for lost, stolen, or damaged property.

- School boards may not institute “zero tolerance” discipline policies which require administrators to suspend or expel students for particular behaviors unless specifically required by federal or state law.

•Interventions are determined by School Officials and may include:

-Counseling (with a variety of options)

-Restorative Measures

-Character Education

-Privilege Removal

-Lunch Detention

-Detention

-5:00 Detention

-Alternative Learning Opportunities (ISS)

-Others

Finance - Donations

Westchester Education Foundation

- **Donated $1,900 as part of the Adopt a Class program**

Westchester Parents and Teachers for Children

- **Donates to schools on a regular basis**
- **Funded the transportation for Camp WMS and Feed my Starving Children**

Finance - Teacher Mini Grants

- **Meemic Foundation for the Future of Education**
  - **WMS - $300.00**
  - **WPS - $200.00**

Finance - eFinancePlus+

- Eliminating as of June 1, 2017
- Cost savings of $1,500 per month
- Expanding DCR (current general ledger system)
    - Electronic requisitions
    - Human resource management
    - More accurate encumbrances
    - Realtime information to users
- Maintain controls for activity account through Google Documents requisition form.

Finance - Zero-Based Budgeting

- In use the last four years
- Budget is well justified and aligned to Strategic Plan
- Improves operational efficiency challenging of assumptions
- Supports cost reduction by avoiding automatic budget increases
- Supports communication and collaboration amongst Administrative Team

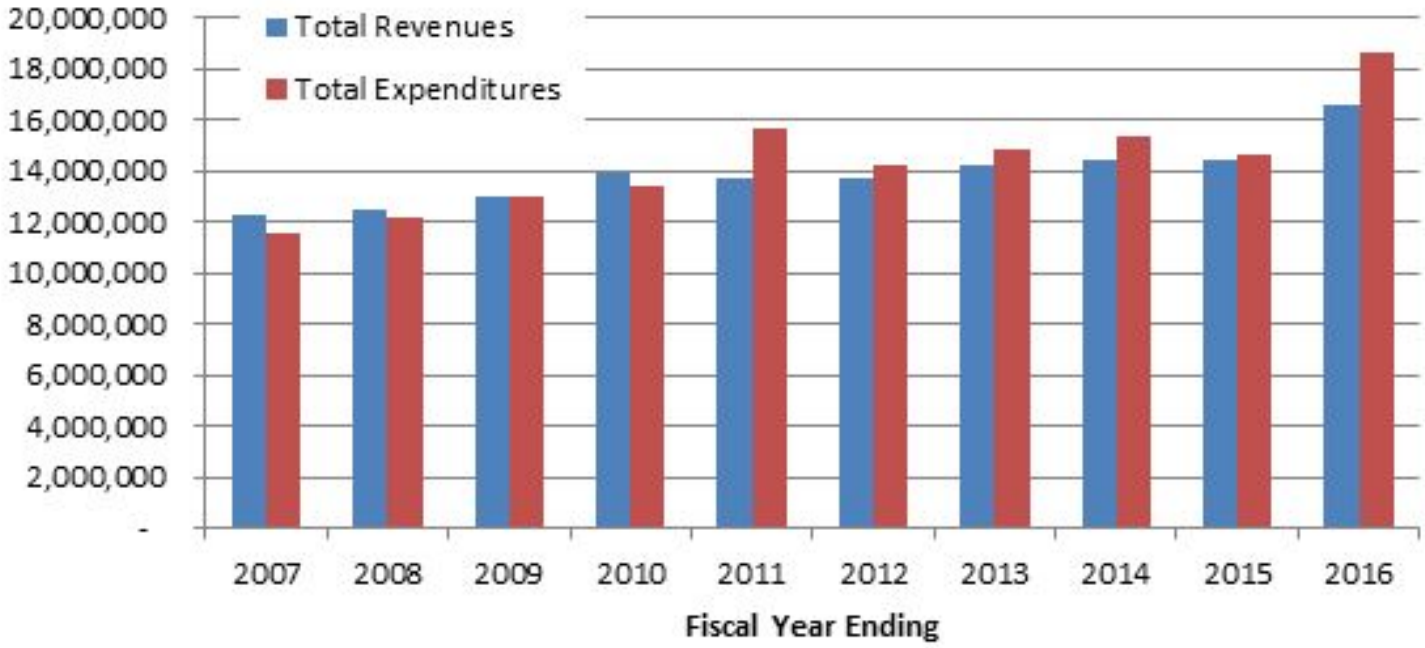
Finance - Title Grants (I,II,III)

	Awarded 2016-2017	Expensed Thru 2/28/2017
Title I	$217,302.00	$ 87,706.67
Title II	26,847.00	13,219.00
Title III	18,614.00	6,667.45
Total:	$262,763.00	$ 107,593.12

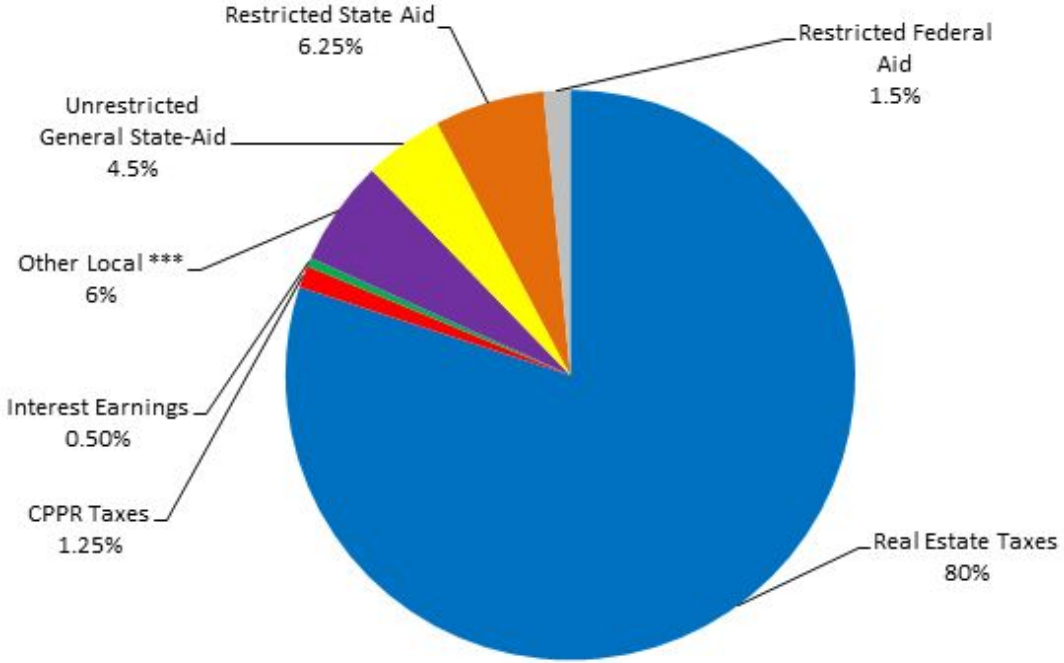
Revenue is received after expenditures are submitted for reimbursement.

Grant salaries are paid September 2016 through August 2017.

Finance - Revenue/Expenditure History

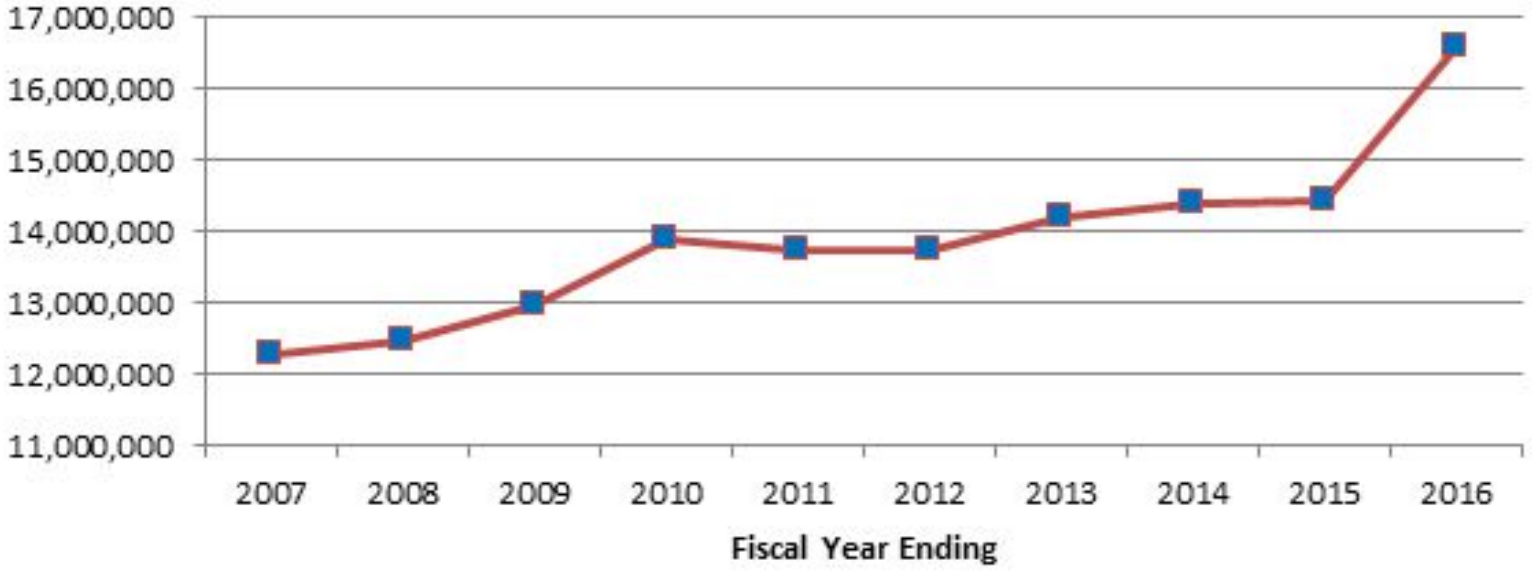


Finance - Revenue Sources for FY Ending June 30, 2016

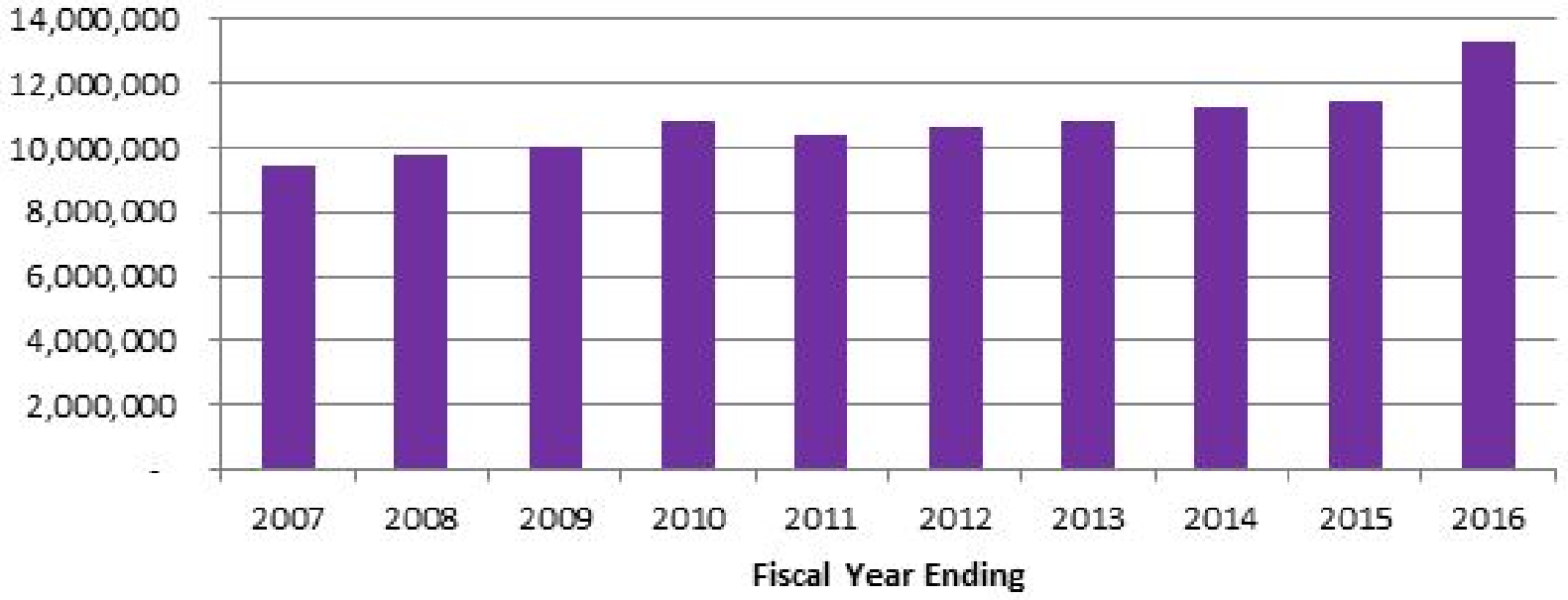


*** Other Local Revenues include student fees, lunch fees, and other miscellaneous revenues

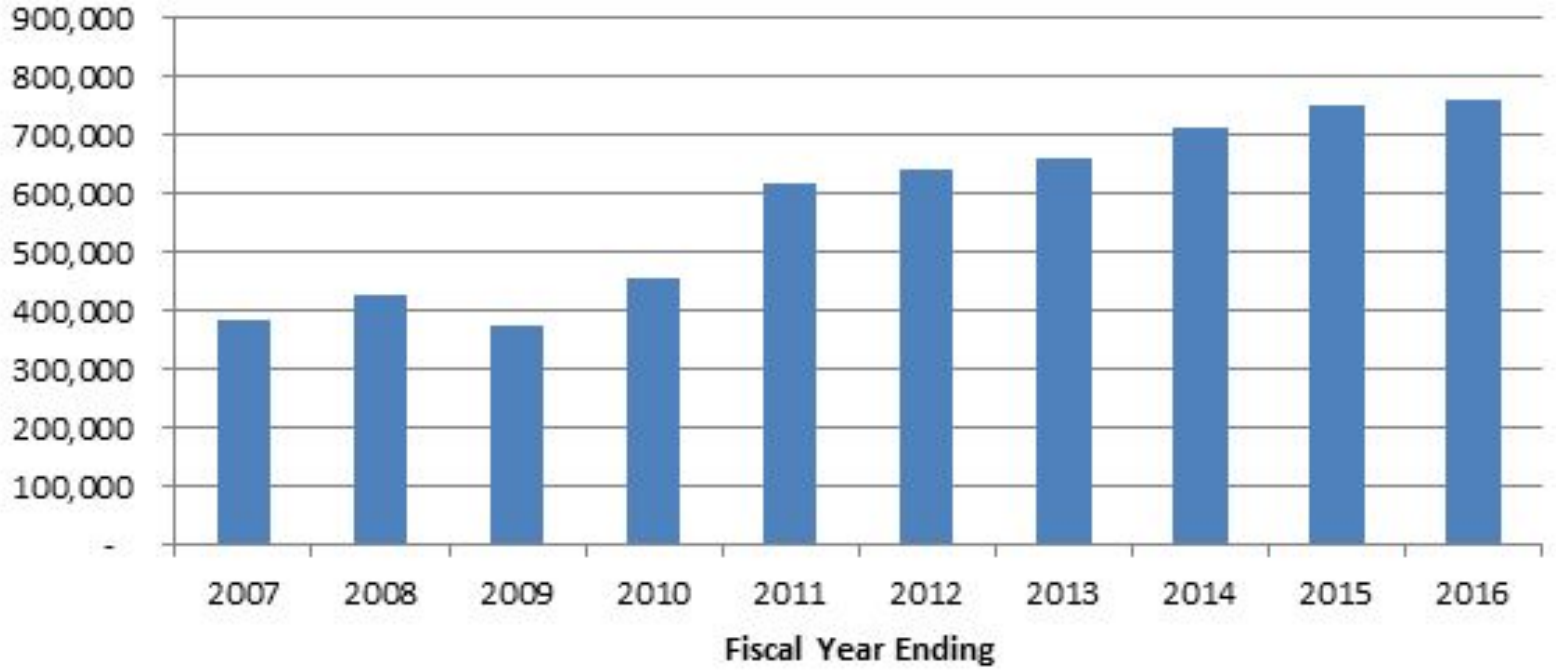
Finance - Revenue History



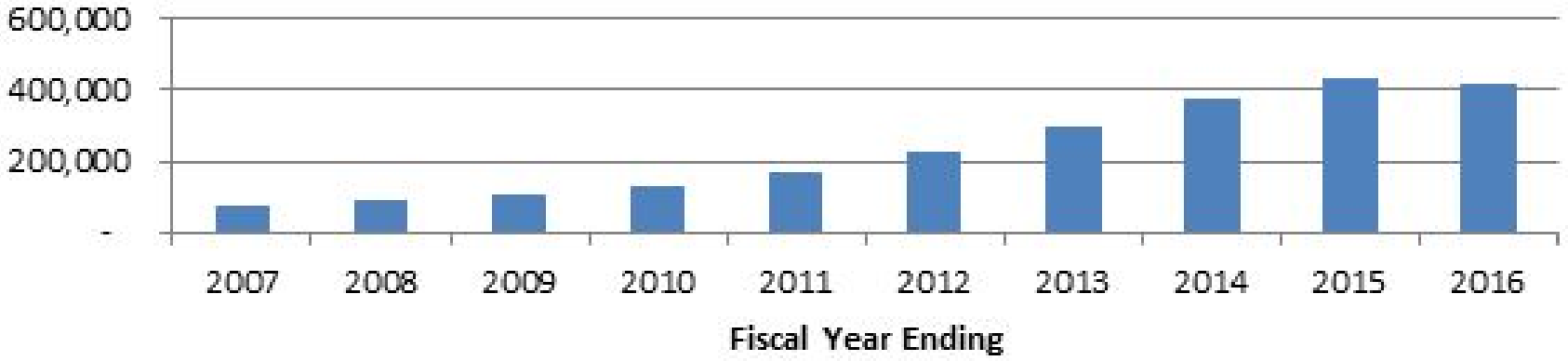
Finance - Real Estate Tax Revenues History



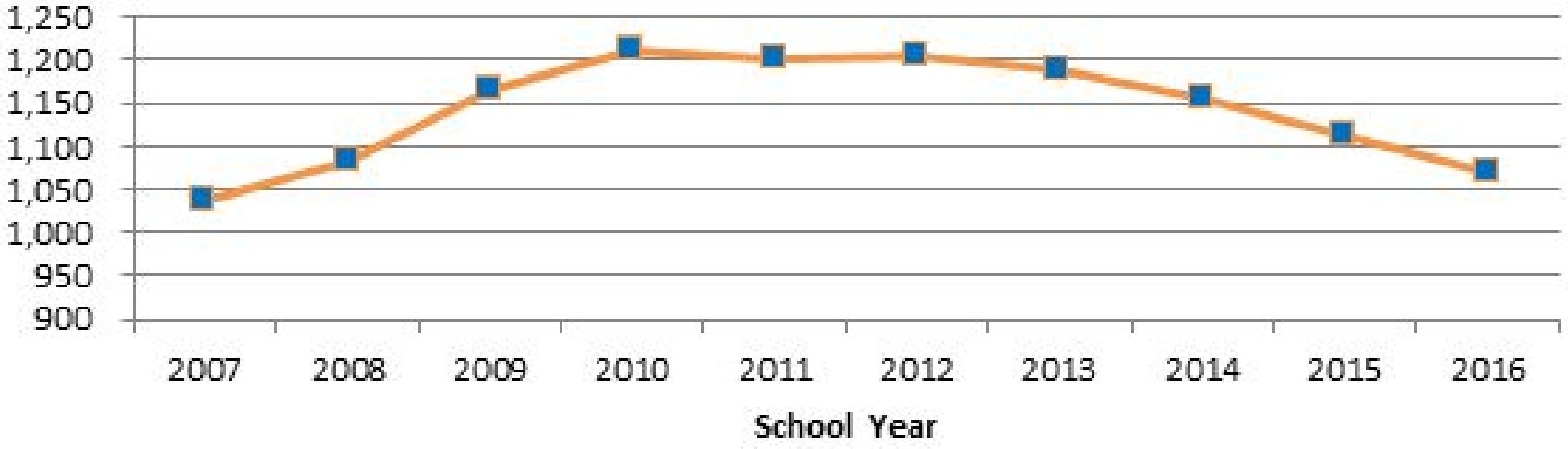
Finance - General State-Aid Revenue History



Finance - General State-Aid Poverty Grant

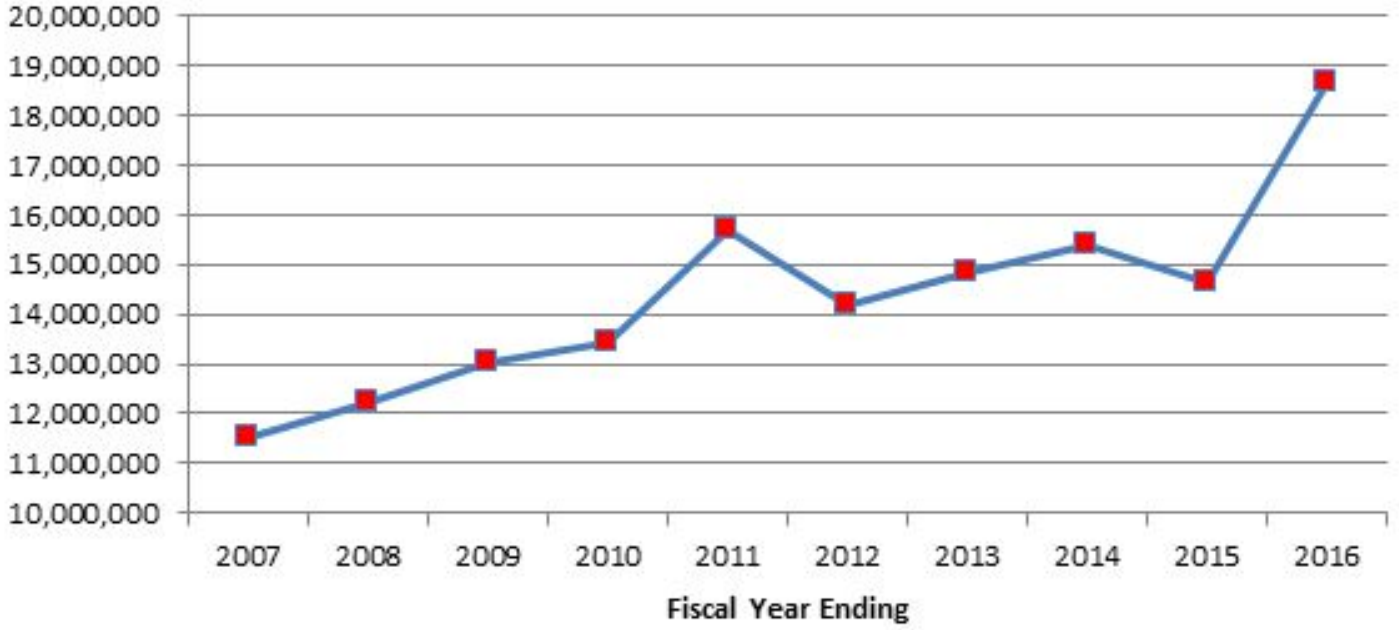


Finance - Average Daily Attendance

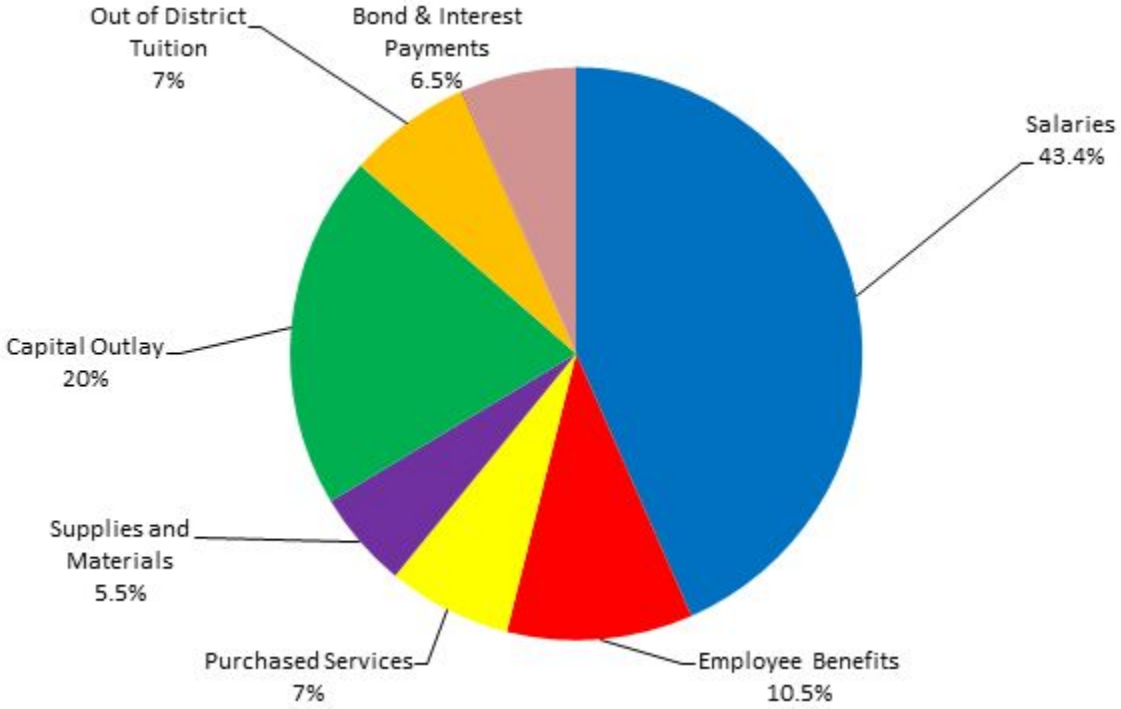


*Figures obtained from historical General State-Aid calculations.

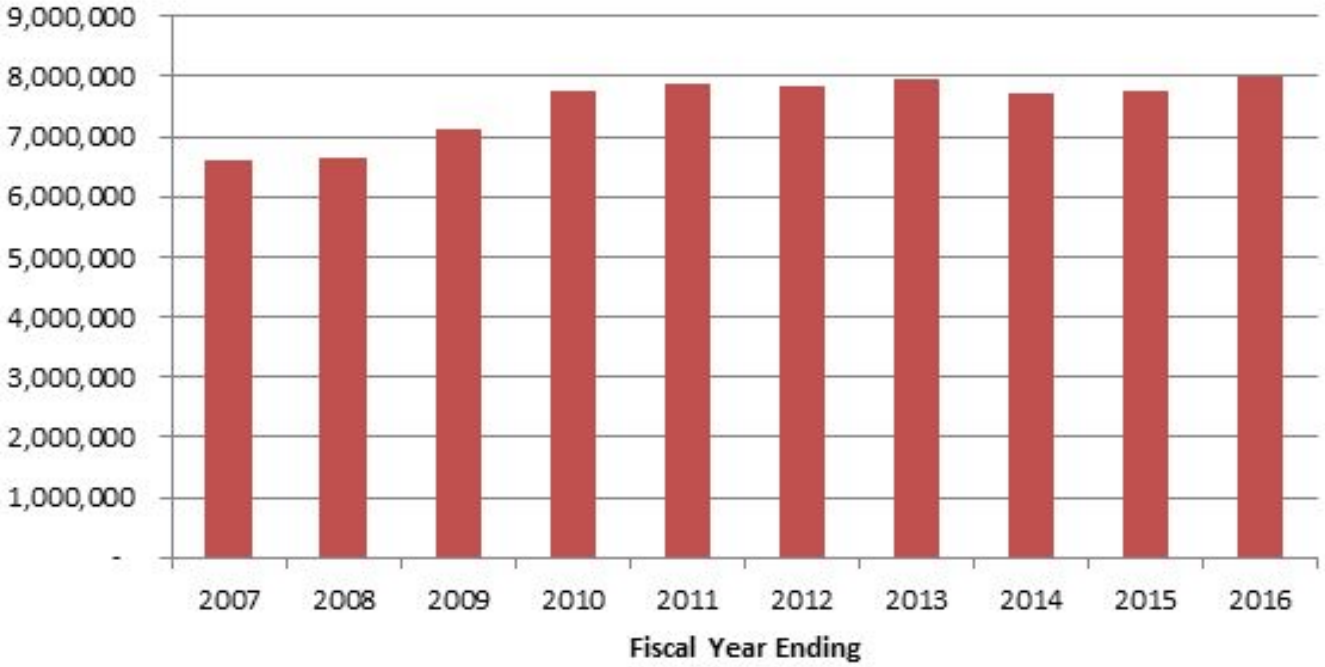
Finance - Expenditure History



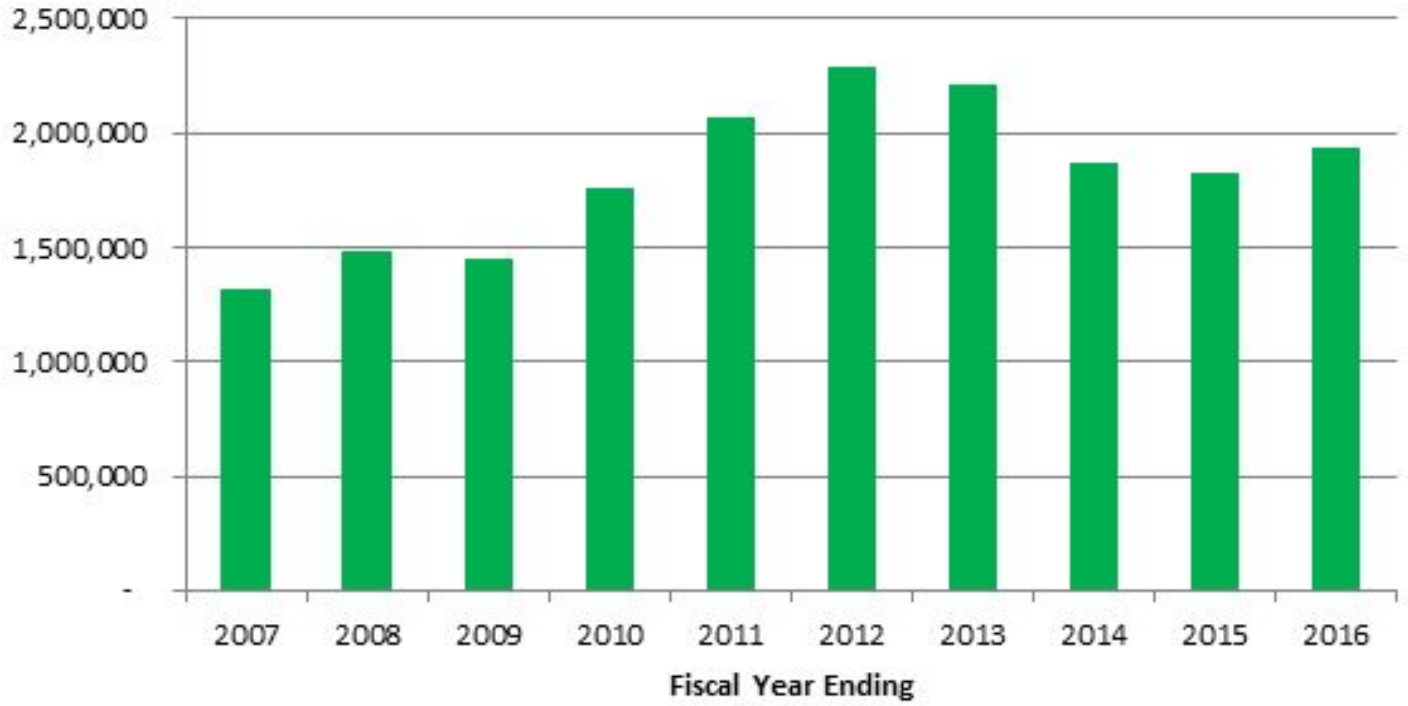
Finance - Expenditures for FY Ending June 30, 2016



Finance - Historical Salary Expense



Finance - Historical Benefit Expense



Finance - Financial Condition on February 28, 2017

Education Fund	$8,809,856
Operations & Maintenance Fund	$116,217
Debt Service Fund	$192,990
Transportation Fund	$287,900
Illinois Municipal Retirement Fund	$7,004
Capital Projects Fund	$86,470
Working Cash Fund	$1,543,960
Tort Fund	$215,134
Fire Prevention & Safety Fund	$2,799
Total Fund Balance	**$11,262,330**

Finance - ISBE Financial Recognition

- Highest level of financial strength
- The District requires little to no involvement by ISBE unless required by District
- Celebrating 10 continuous years of recognition

Buildings and Grounds - 2016 Completed Projects

- Replace cafeteria carpet with tile WMS/WPS
- Updated washrooms at WPS
- Air conditioning north wing WPS
- New Intervention room WPS
- Hallway tile at WPS
- Painting WMS/WIS/WPS
- Gym ceiling WMS

Buildings and Grounds - Summer 2017 Projects

- Lowering the height of urinals at WPS
- Security vestibules at all schools
    - Cabinetry work at WMS/WIS
- Replace sections of WIS roof
- Card access readers at all schools
- Improve sound acoustics in gym at WMS
- Remove/replace storefront window system in north stair tower at WMS

School Safety & Security -

- Law Enforcement Drills (intruder drills) have been completed
- Schools continue to be part of the School Safety Information Sharing Program of the Statewide Terrorism & Intelligence Center (STIC)
- Stop Arm Violation Enforcement (S.A.V.E.) program -

  * Centered on vehicles passing stopped bus actively picking up and dropping off children
  * Random 'ride along' with a squad car trailing behind citing motorists in violation
  * Social media to promote school safety and school bus stop arm awareness
  * District school bus drivers also have an active part in the program

- Stop arm violations - Since August 22 reported w/4 warning letters (2015-16 school year 159 reported w/38 warning letters)
- Stop Arm Camera system - Not cost neutral; required a buy in at the District and Village level

School Safety & Security -

1st Annual Safe Schools Meeting, January 12th 2017, Westchester Police Department -

* Administrators/staff from area schools
* Opportunity to share information in safe school planning
* Included discussion-based tabletop exercises
* Involved key personnel discussing simulated scenarios
* Used to assess plans, policies, and procedures

Strategic Action Plan -

Behind:

* **EOP - Sections remain under development in addition to revising specific sections**
* **Safety Committee - Need to define specific roles for staff**
* **Implement and Train - Take place during the 2017-18 school year**

On Target:

Bullying
Sexual abuse prevention education; Erin's Law -

- **District social workers now trained in sexual abuse prevention**
- **Parent information night 4/14/2016**
- **Grades Pre-K - 8 through a partnership with Pillars**

Support at Building Level -

Presentations -

* National Bullying Prevention Month
* Red Ribbon Week
* Unity Day Assembly
* Veterans Day

Student Contact -

* Visits with students
* Brain Pop lunch reward program Primary School
* Continue to investigate incidents of cyberbullying
* One check for residency, one check for truancy

School Functions -

* Continue as a presence at school functions
* Traffic control for Middle School graduation and dances

SRO Training -

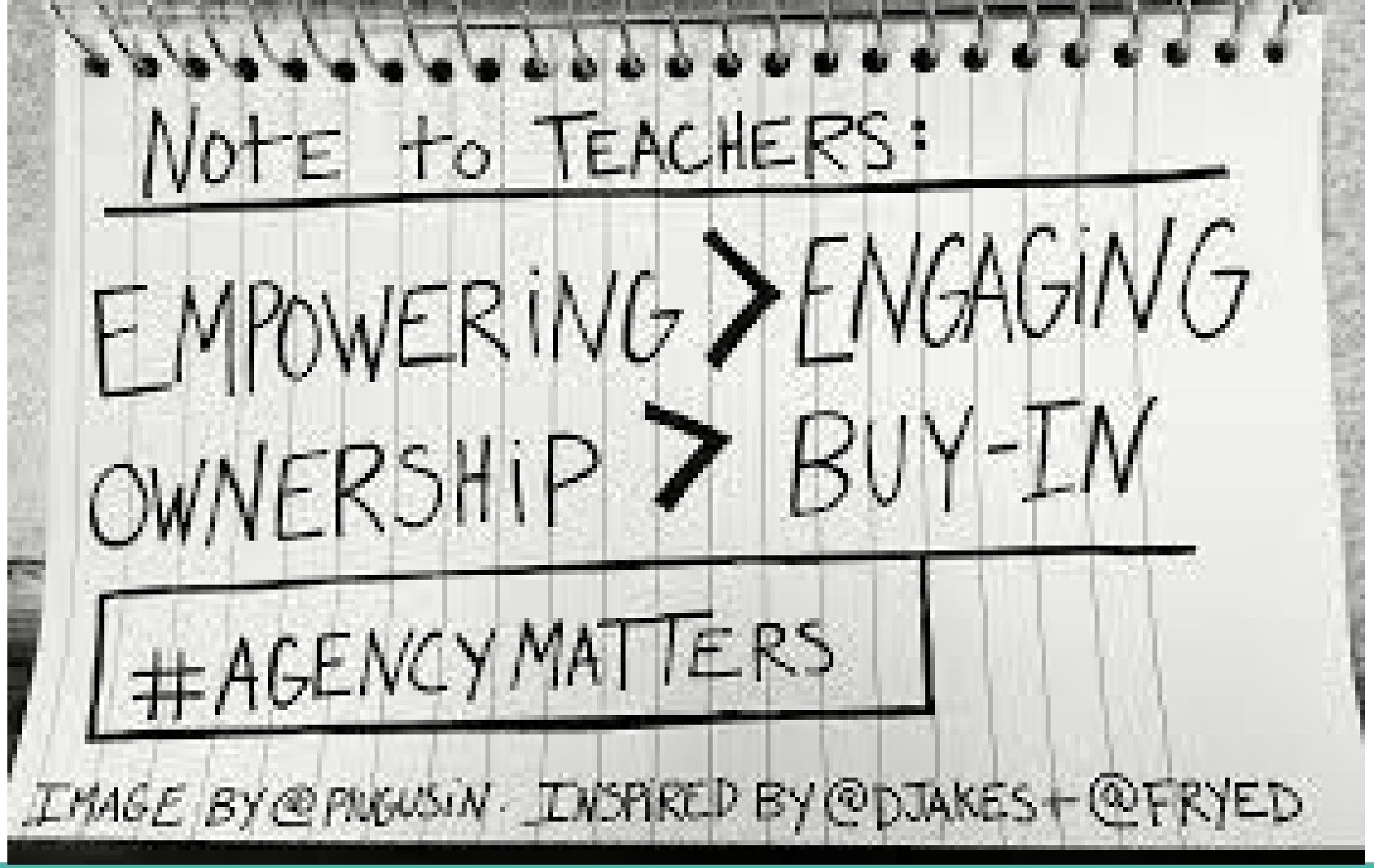
* July attended 3 day NASRO Advanced School Resource Officer Course
* Certification from the Illinois Law Enforcement Training and Standards Board
* TRIAD concept: Teacher/Guest Speaker; Informal Counselor; Law Enforcement Officer

Technology

- New District Website launched Fall 2015
- Aesthetically streamlined to match the needs of the observer
- New & up-to-date features:
  - Staff Directory of each school
  - District Report Cards
  - Links with pictures of the Superintendent and Board of Education
  - Curriculum and Instruction page
  - Transportation Changes with pictures and inviting set-up
  - Board of Education Development Training Identification
  - Persons of the Year Informational page
  - District and School Maps
  - Additional Freedom of Information notices
  - Links to Facebook of WPTC, WEF, and Parents Page

Community Relations

- District Facebook Page
- Twitter Accounts
  - @SD925DISTRICT
  - @SD925WMS
  - @SD925WIS
  - @SD925WPS


NOTE to TEACHERS:
EMPOWERING > ENGAGING
OWNERSHIP > BUY-IN
#AGENCY MATTERS
IMAGE BY @PUGUSIN · INSPIRED BY @DJAKES + @FRYED