



**West Central Elementary School**

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**2017-2020 PL 221 Plan**

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**West Central Elementary School PL221 Plan**

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## **District Mission, Vision, and Beliefs**

All three schools within the West Central School Corporation work under common vision, mission, and belief statements. These were developed through collaboration with West Central staff members, parents, and community members. The district is accredited through AdvanceED.

### **Vision**

Encourage Every Student, Every Day  
Engage · Empower · Educate

### **Mission**

West Central Schools commit to a comprehensive system of support, which ensures every member of the school community is prepared for further learning and successful career opportunities in a technology-rich global economy. This is accomplished in an environment that fosters positive attitudes towards self, others, work, and responsible citizenship.

### **Belief Statements**

All students need:

- clean, safe, structured environment that fosters a sense of belonging, dignity, and respect, which promotes student achievement and appropriate social skills.
- a well-developed rigorous curriculum, relevant instructional activities, and assessment measures that provide higher level learning opportunities and enable student success.
- parents, community, and a highly qualified staff to share the responsibility, through collaboration and communication, in advancing the school system's mission and goals.

## **Narrative Description of the School and Community**

West Central Elementary School serves approximately 350 students in grades K-5. The elementary school sits on the northeast corner of the intersection of Indiana Highway 14 and U.S. Highway 421 in Pulaski County. The school district is comprised of five townships on the west side of Pulaski County and includes Gillam Township in Jasper County. The school site is approximately halfway between the two towns of Francesville and Medaryville.

Agriculture played a major role in the development of this community. Our environmental scans indicate that there is a trend for more community members to become involved in skilled trade since small family farms are decreasing and larger corporate farms continue to increase in number. A majority of these work opportunities are within a 25-45 mile radius; therefore, many of our community members commute to work. The small number of local business and industries that exist within the community remains stable. The unemployment level in Pulaski County is 2.9%.

West Central Elementary School's student ethnicity categories include 94.6% White, 4.6% Hispanic, 0.6% Multiracial, and 0.3% Asian. Within the 4.6% of Hispanics, 4 students are identified as limited English Proficient. 62.3% of our students are eligible for lunch and textbook assistance.

## **Title I Status**

West Central Elementary School is a School-wide Title I school.

## **Waivers**

West Central Elementary School is not applying for any waivers at this time.

## **Coordination and Integration of Federal, State, and Local Funds**

We understand and are aware of consolidating funds. While we have chosen to coordinate the program efforts, we will not consolidate program funds at this time.

Our programs are currently funded through the Title I Grant, the ELL Grant, High Ability Grant, Title II Part A, and a local PACE grant. The names of the funded programs are the following: Progress Monitoring Interventionist, ELL Instructional Assistants, High Ability Cluster Groups, and the Summer Bookmobile and Family Involvement events.

## **Curriculum, Assessments, and Instruction**

### Description and Location of Curriculum (3)

West Central Elementary School follows uses a curricular scope and sequence based on the Indiana College and Career Ready Standards. The standards are located on the Department of Education's webpage, and the scope and sequence for core subjects can be found in each classroom. Formative and summative assessments are used to evaluate the attainment of standards. Teacher efforts to pursue interdisciplinary connections between subject areas are a valued part of our curriculum. The current curriculum is divided into the academic disciplines of Mathematics, Language Arts, Social Studies, Science/Health, Physical Education, Art, and Music.

### Coordination of Technology in Learning (8)

The West Central School Corporation is a one-to-one district in which each student will have access to a personal computing device. K-3 students will have their own IPADs, and 4-5 students will have their own Chromebook. Teachers use these devices to differentiate instruction, automatize student feedback, and actively engage students in learning.

### Titles and Descriptions of Assessment Instruments (4)

- *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* - ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3-5.
- *IREADY Math* – IREADY Math an on-line assessment used to benchmark students in grades K-5 three times a year. The assessment coincides with the scope and sequence of the core math instruction and is used to identify students who require interventions through Title I or through special education.
- *STAR Reading* - STAR Reading is an on-line assessment used to benchmark students in grades 1-5 three times a year (First grade is given its first test during the winter benchmark). The assessment is used as a benchmark for reading progress. It can also used to progress monitor students who are receiving interventions through supplemental, Title I, or special education services.

- *Kindergarten Readiness Test* - The Kindergarten Readiness Test (KRT) is a researched based test published by Scholastic. It is intended to assist in determining a student's readiness for beginning kindergarten.
- *STAR Early Literacy* - STAR Early is a computer-generated assessment given to students three times a year in kindergarten and older students as needed.

#### Plans for Exceptional Learners (5)

West Central Elementary School is committed to providing rich learning opportunities for all levels of students. Students identified as High Ability are clustered into classrooms. Students identified with IEPs receive services appropriate to their needs via licensed special education teachers and licensed speech/language pathologists. English language learners received push in and pull out instruction from a bilingual paraprofessional.

#### Timely Additional Assistance

All students in grades K-5 are benchmarked three times a year. Based on collected data, students below set benchmarks are identified and provided interventions through our Title I Teacher and Title I Instructional Assistants in close proximity to a licensed teacher. Each student receiving interventions is progress monitored based on established schedules. Within those schedules goals are set to provide a trend line for student achievement. Additional students may be assessed as recommended by the classroom teachers. Students who do not continue to make progress may be reviewed by the Title I Teacher or the RTI Team, and may be assigned a different intervention or tested for special education eligibility.

To identify students with advanced levels of academic achievement, our school analyzes a variety of test scores including Star Reading, Ready Math, Cognitive Abilities Test, ISTEP+ and school-wide as well as ISTEP+ writing prompts. Teacher and parent recommendation are also included in the identification process. Students identified for the High Ability program are clustered in one classroom per grade level. Throughout the day, these students are challenged in a variety of ways. Teachers provide opportunities for advanced novel studies, literature circles, special projects, plays, research, and tiered assignments.

#### Extended Learning Time

Opportunities for increased learning time are offered through various programs based on student needs. They are funded through the Summer School Grant, Title I, and General Fund monies.

They are as follows:

- Summer school opportunities are available for Kindergarten through second and third grade. Students are invited based on their IREAD performance or their performance on the aforementioned assessments. Summer school runs for two weeks in June prior to the IREAD-3 retest window.
- After-school Study tables are offered every other week to provide homework help and remediation to students.

### Transition Plans

The Head Start is located in a classroom on the West Central Elementary campus. Students and families from Head Start attend meetings in the school, take tours of their future kindergarten classroom, and meet their future teachers the preceding spring.

All incoming kindergarten students are invited to attend a Kindergarten Roundup session in the spring to be screened for early literacy and math skills. Parents meet the kindergarten staff, receive information about kindergarten expectations and curriculum, and each family also leaves with a free children's book to be read together at home.

Our fifth grade students' transition to the middle school takes place over two days during the spring semester. On day one the students spend the morning at the middle school in the sixth grade classrooms. They have the opportunity to meet the teachers, talk about programming, and tour the school. The students return for a second day to eat lunch in the middle school cafeteria to learn more about the procedures in place.

Special education students receive a transition conference to develop each student's academic plan for the next school year. The middle school special education teacher attends the conference. Parents are invited to attend the conferences and have the opportunity to assist in the development of the plan.

Fifth Grade student data follow all students to the Middle School and are made accessible to the Sixth Grade teachers. In addition to the permanent record, the sixth grade teachers now receive multiple data points in reading and math. ISTEP+ and multiple local data are shared so appropriate education plans can be developed.

### **Safe and Disciplined Learning Environment (7)**

All three buildings in the West Central School Corporation are connected together on one campus. The School Safety Committee for all three buildings is headed by the Middle/High School Principal who and receives input from teachers and staff.

The West Central Elementary School's bullying policy reads:

*In compliance with Senate Enrolled Act 285, IC 20-33-8-0.2, bullying is defined as "overt, unwanted repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical act committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:*

- (1) Places the targeted student in reasonable fear of harm to the targeted student's person or property;*
- (2) Has a substantially detrimental effect on the targeted student's physical or mental health;*
- (3) Has the effect of substantially interfering with the targeted student's academic performance; or*
- (4) Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.*

*The consequences of bullying will apply when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when a school group is using the school. It also applies when our students are off school grounds at another school activity, function or event; traveling to or from school; attending a school-related activity, function, or event; or using property or equipment that has been provided by the school. Students who experience bullying, harassment or intimidation for any reason should report the incident to a school counselor or administrator immediately for investigation.*

The school counselor has developed and is implementing a curriculum from kindergarten through grade five that includes the topic of bullying. Teaching students to recognize bullying and how to deal with incidents of bullying are preventative measures to improve school safety. The students and staff follow school-wide expectation regarding conduct across the campus and offer incentives for Respectful, Responsible, and Safe behavior.

### **Parental and Community Involvement (6)**

We provide many opportunities to involve and inform parents. The Title I staff hosts a variety of parental involvement activities and events throughout the year for all students and their families including: Family Literacy Night; Donuts with Dad; and Muffins with Mom. In addition, our school hosts a Meet the Teacher Night in August and Parent-Teacher conferences in October. We also hold two music/art programs parents can attend.

Other strategies used to increase parent involvement include:

- Parents are informed/reminded of important activities and events via an automated phone messaging system.
- A Parent Resource Center is maintained by the Title I staff.
- Title I partners with the PTC so most school-wide events include meals/snacks free of charge or for a minimal fee which helps to boost parental attendance.
- Title I encourages parents to volunteer and visit the school.
- A summer bookmobile sponsored by Title I and another grant source distributes reading materials free of charge to students and their families.

Our school provides individual academic assessment results to parents in a variety of ways. These ways include:

- Report cards are sent home each 9 weeks. Progress reports are sent every 4½ weeks.
- Parent-teacher conferences are held in October. Data from academic assessments are shared with parents at that time.
- Data from Kindergarten Round-up assessments are shared with parents. Individual conferences are held with parents of at-risk students.
- All parents have access to their children's ISTEP+ scores via the Internet. Access codes are distributed to parents when the results are available.

## **Professional Faculty and Staff**

### **Highly Qualified Teachers and Paraprofessionals**

All West Central Elementary certified staff are highly qualified and licensed in their content area. Additionally, all instructional assistants and paraprofessionals either have a post high school degree or have passed the para-pro assessment.

### **Strategies to Attract High-quality, Highly-qualified Teachers**

Highly-qualified teachers are recruited by utilizing the services of the Department of Education job placement database, university placement offices, and other outlets as appropriate.

### **Opportunities for Teachers to be Included in Decision-making**

Each grade level team meets regularly with our Title I and special education departments to make determinations on which students need additional services. Data from Ready Math, STAR Reading, STAR Early Literacy, and DIBELS progress monitoring scores are reviewed to identify areas of student need and to plan instruction. Teachers will use student data to determine which students to teach within each of the SUCCESS periods at each grade level. Students will be targeted for remediation and enrichment opportunities.

Each grade level in our building has a representative on our Unit Leader Team. The team also has representatives from special education. We meet regularly to discuss building initiatives, craft the School improvement Plan, schedule and plan professional development, adopt textbooks as needed. Representatives from our leadership teams are also members of our District-Level Team. They are able to provide valuable input from our building practices to aid in the development of the district plan.

### **Cultural Competency (10)**

West Central Elementary school serves an at-risk population of students. With our free and reduced lunch rate hovering above 60%, many of our students do not come to school ready to learn. Our student body is mostly Caucasian, with a small percentage of Hispanic students and a very limited number of other ethnicities. To improve our staff's cultural competency, all of our staff, including teachers, instructional assistants, custodians, secretaries, and bus drivers, receive cultural competency and de-escalation training. Our faculty has also engaged in book studies on how to relate to students coming from poverty.

### **High-quality and Ongoing Professional Development (9)**

All teachers and instructional assistants participate in professional development throughout the year. Two Thursdays a month certified staff come to school early for a 45-minute professional development session. Grade-level teachers have a 45-minutes common prep time daily to plan across grade levels to review testing data. Additionally, every Friday grade-level teams meet for 30 minutes to plan remediation for their students for the coming week.



## PL 221 Plan for Continuous Improvement

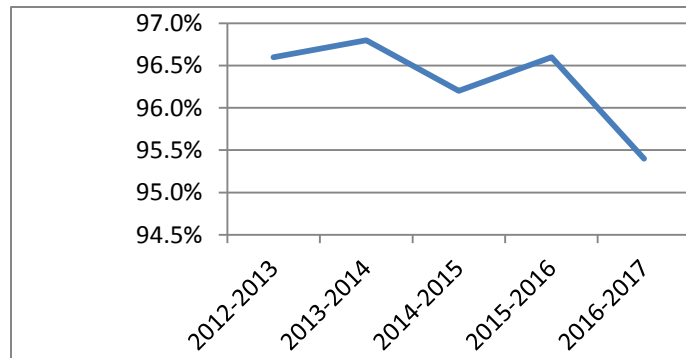
The West Central Elementary School Improvement Plan team is comprised of teacher representatives from each age level and a special education teacher. The school principal is in charge of the school improvement plan team.

The School Improvement Plan team followed the school-wide planning process. A comprehensive needs assessment was conducted to gather and analyze data on student and program assessment, curriculum and instruction, school organization and management, school climate, and family and community involvement. The entire teaching staff was involved in the inquiry process over several months in conjunction with the District's AdvancED Accreditation visit in 2016-2017.

### PL 221 Analysis of School Data

#### Attendance Rate

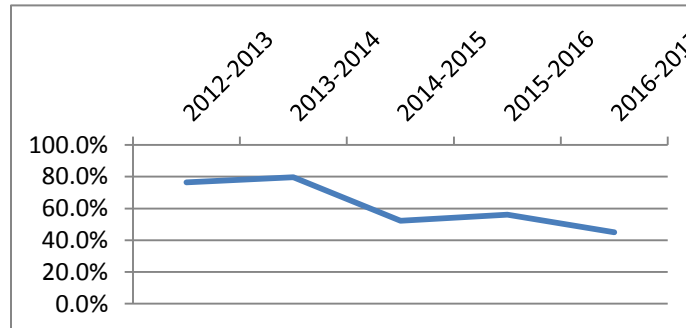
Year	Rate
2012-2013	96.6%
2013-2014	96.8%
2014-2015	96.2%
2015-2016	96.6%
2016-2017	95.4%



#### Proficiency Rate

Year	Rate
2012-2013	76.4%
2013-2014	79.6%
2014-2015	52.2%*
2015-2016	56.0%*
2016-2017	46.8%*

\*New Standards



#### ISTEP+ Five-Year Breakdown

Pass Rates	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 <sup>rd</sup> E/LA	90%	90.0%	77.9%	92.7%	60%
3 <sup>rd</sup> Math	84%	85.2%	69.1%	90.2%	45%
4 <sup>th</sup> E/LA	89%	81.3%	60.0%	67.6%	67%
4 <sup>th</sup> Math	74%	77.1%	38.6%	59.2%	70%
5 <sup>th</sup> E/LA	83%	89.2%	58.6%	57.4%	61%
5 <sup>th</sup> Math	84%	90.7%	61.0%	64.8%	58%

2016-2017 ISTEP+ Skills Breakdown

3<sup>rd</sup> Grade

<b>English/Language Arts – Overall</b>	<b>59.1%</b>
Reading: Literature and Vocabulary	62.1%
Reading: Nonfiction, Vocabulary, and Media Literacy	63.4
Writing: Genres, Writing Process, Research Process	62.1%
Writing: Conventions of Standard English	62.1%
<b>Mathematics – Overall</b>	<b>45.4%</b>
Number Sense	48.5%
Computation	45.5%
Algebraic Thinking and Data Analysis	48.5%
Geometry and Measurement	45.5%
Mathematical Process	42.4%

4<sup>th</sup> Grade

<b>English/Language Arts – Overall</b>	<b>67.4%</b>
Reading: Literature and Vocabulary	67.4%
Reading: Nonfiction, Vocabulary, and Media Literacy	67.4%
Writing: Genres, Writing Process, Research Process	62.8%
Writing: Conventions of Standard English	67.4%
<b>Mathematics – Overall</b>	<b>69.8%</b>
Number Sense	69.8%
Computation	62.8%
Algebraic Thinking and Data Analysis	74.4%
Geometry and Measurement	69.8%
Mathematical Process	55.8%

5<sup>th</sup> Grade

<b>English/Language Arts – Overall</b>	<b>61.2%</b>
Reading: Literature and Vocabulary	61.2%
Reading: Nonfiction, Vocabulary, and Media Literacy	62.7%
Writing: Genres, Writing Process, Research Process	59.7%
Writing: Conventions of Standard English	61.2%
<b>Mathematics – Overall</b>	<b>58.2%</b>
Number Sense	59.7%
Computation	55.2%
Algebraic Thinking and Data Analysis	58.2%
Geometry and Measurement	56.7%
Mathematical Process	58.2%

## **West Central Elementary School's Areas for Immediate Improvement (2)**

1. Math scores in ISTEP went down in all grades, particularly 3<sup>rd</sup> grade. The area of computation was weak in all grade levels
2. English/Language Arts scores went down in all grades.
3. Attendance percentages went down overall.

## **2017-2020 Action Plan (1)**

### 2017-2018 Action Items in a Nutshell

Activity	Stakeholders	Person Responsible	Time Line	Resources
Math Facts Incentive	K-5 Faculty	Mr. Zylstra, Computer Instructor, & Title I Staff	On-Going	MobyMax Math Facts Fluency Program, Student Fund, Computer Lab, IPADS & Chromebooks
Weekly Remediation Collaboration	K-5 Faculty	Title I Teacher	On-Going	Title I Instructional Assistants and PACE Grant Funds
Attendance Incentives	K-5 Faculty	Mr. Zylstra	On-Going	Student Fund

### 2017-2020 Math Intervention

#### Math Intervention:

All K-5 students will participate in a school-wide math facts incentive program to improve their mastery of math facts in addition, subtraction, multiplication, & division up to 12.

#### Rationale:

Indiana Math standards require higher-order thinking and problem solving. Students who miss basic math facts or struggle to figure basic math facts lack the available working memory to accurately solve larger, multi-step problems. By mastering basic math facts, students will solve larger, more complex problems with greater ease and accuracy.

#### Benchmarks (Steps toward progress):

Students in grades 1-5 will use Moby Max Math Fluency at least 5 minutes daily to improve their mastery of math facts. Individual and school-wide progress will be monitored and incentives will be awarded regularly throughout the year, with larger prizes awarded to students with the most growth.

### 2017-2020 ELA Intervention

#### Reading Intervention:

All K-5 teachers will meet weekly to collaborate regarding their English/Language Arts interventions. Interventions and data for specific students will be reviewed with regularity to ensure in-time interventions for students based on their needs.

#### Rationale:

Teachers know their students the best, but often lack the necessary time to view student data with peers and plan out appropriate interventions. By providing coverage every

week, teachers can plan small groups, interventions, and other activities weekly as their students' needs adjust.

**Benchmarks (Steps toward progress):**

Coverage will be provided by Title I Instructional Assistants every Friday for 30 minutes, giving classroom teachers time to collaborate regarding instruction, student data, and interventions for the following week.

2017-2020 Attendance Intervention

**Attendance Intervention:**

West Central Students who have perfect attendance each quarter will participate in a perfect attendance lunch and receive ice cream thereafter. Students who demonstrate a pattern of tardiness or truancy will receive letters home indicating an improvement is needed. Students with excessive numbers of absences will be referred to the county prosecutor per our handbook guidelines.

2014-2017 Overall Benchmarks

ISTEP+ Proficiency

West Central Elementary School expects to increase their passing percentages on whatever standardized test Indiana administers by 2% per year for the next 3 years.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
3 <sup>rd</sup> E/LA	92.7%	60%	62%	64%	66%
3 <sup>rd</sup> Math	90.2%	45%	47%	49%	51%
4 <sup>th</sup> E/LA	67.6%	67%	69%	71%	73%
4 <sup>th</sup> Math	59.2%	70%	72%	74%	76%
5 <sup>th</sup> E/LA	57.4%	61%	63%	65%	67%
5 <sup>th</sup> Math	64.8%	58%	60%	62%	64%

Attendance

West Central Elementary School will regain and maintain its 96% attendance rate for the foreseeable future.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Attendance %	96.6%	95.4%	96.0%	96.0%	96.0%

## **Comprehensive Needs Assessment**

In 2016-2017 West Central schools went through a district-level accreditation process, which included self-assessments at the individual school levels. This, in conjunction with other school-level data was used to inform the comprehensive needs assessment.

### **School Climate**

As part of the 2016-2017 accreditation process, we conducted surveys to understand how different stakeholders felt regarding the school. Each stakeholder group's results are listed separately.

#### *Parents*

Parents generally feel West Central Elementary does a good job. Survey results indicate a large majority of parents believe the school follows its mission, governs appropriately, has high expectations for learning, and treats their children fairly. Comments indicate that parents appreciate the small school setting, the family values present in the community and school, and the continued offering of special classes like art, music PE, computer, and library. One parent said, "It seems like a small safe school to go to. The elementary staff is caring." West Central Elementary's strengths continue to be its family-like culture.

However, almost 15% of parents said their child's teachers did not meet his/her child's learning needs by individualizing instruction nor did teachers keep them informed regularly of how their child was being graded. Similarly, over 10% of parents said their child's teachers didn't work as a team to help their child learn. "Lack of communication to parents." was a comment that matched this rating, and it indicates West Central Elementary can still do more to make parents aware of how teachers work together to individualize instruction to meet student needs.

#### *Students*

Students generally rated the elementary exceptionally high in all categories of the survey. In comments, students regularly said they "like" school, their friends, and their teachers. These comments and survey ratings corroborate with the parent ratings, in that students generally enjoy going to school and enjoy the small, family-like community that West Central Elementary offers.

However, there were a few outliers where students rated the school statistically lower. 21% of students didn't agree with the statement "My principal and teachers ask me what I think about school." And 16% of students disagree with the statement "My family likes to come to school." 7% of students said their family didn't know how they do in school. A theme in these lower ratings is a lack of consistent and intentional communication, resulting in some sense of unwelcomeness. There may not be clear avenues for student input, and some parents may not feel as welcome at school at their children. Similarly, a large enough percentage of students feel their parents are unaware of how they're doing in school.

#### *Staff*

Almost 40% of the staff strongly agreed with the statement "Our school's purpose statement is clearly focused on student success." And many staff comments corroborated other stakeholder

surveys regarding the caring staff, safe environment, and family-like atmosphere. One staff member commented, “I believe we have a strong staff that works hard and has the respect of students.”

Comments are mixed, as some staff report a high level of respect and collegiality with administration, while others wish for more input in decision-making. Yet, when it comes to student learning, a high percentage of teachers rated the school lower in questions concerning the use of data and data-based instructional strategies. Teachers feel like the consistency is lacking with “some teachers not fulfilling their responsibilities concerning curriculum and assessment.” Additionally, over 50% of staff rated our school low in “regularly engaging families” in their children’s learning, which seems to corroborate the results from students and parents.

### Summary of Survey Results

West Central Elementary’s small size and family-like environment create many positive benefits enjoyed by stakeholders and increase opportunities for student learning and engagement. Issues of communication between all levels of the organization, from administration, staff, students, and parents present some concerns. Family involvement, though consistent and strong, still leaves some families feeling unwelcome, and there is still room for instructional growth in terms of individualized instruction and the usage of data to meet student needs.

### Guiding Principles

#### Parent Involvement/Communication

- Parents need to feel welcome and invited when coming to school.
- Parent involvement activities must include something tangible students can do, see, taste, or touch. Students need to be excited about coming to school after hours, and engaging literacy-based activities can do this.
- Communication needs to be monitored carefully. Letters, notes, and other forms of communication go home with regularity, but too much can overwhelm parents.

#### Student Data

- Student data is readily available in many forms at West Central Elementary.
- Teachers have access to data, but must regularly review it to inform instruction.
- Providing a time and a setting in which teachers can collaboratively review student data is key to helping the data improve instruction.