



WEST CHIC
ELEMENTARY SC
Together for Excellence ★ ¡Juntos sí!

IAR 2022 Update

Presented to the Board of Education

January 19, 2023

- Strategic Plan Goals & Metrics
- District Results
- Student Group Results



District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 Core Values

- Collaboration
- Equity
- High expectations
- High levels of engagement
- Partnerships
- Student voice & choice
- Support for the whole child
- Trusting relationships

Portrait of a Graduate

Clear communicator

Collaborator

Critical thinker & problem-solver

Empathetic



Culturally aware

Resilient

Technologically adaptable

Advocate for self & others

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KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA



GOAL #1 STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.



GOAL #2 LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.



GOAL #3 PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.



GOAL #4 FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.



GOAL #5 EFFECTIVE & INNOVATIVE USE OF RESOURCES

Meet the evolving needs of our students by leveraging all available resources to provide high-quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

GOAL #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

GOAL #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

GOAL #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

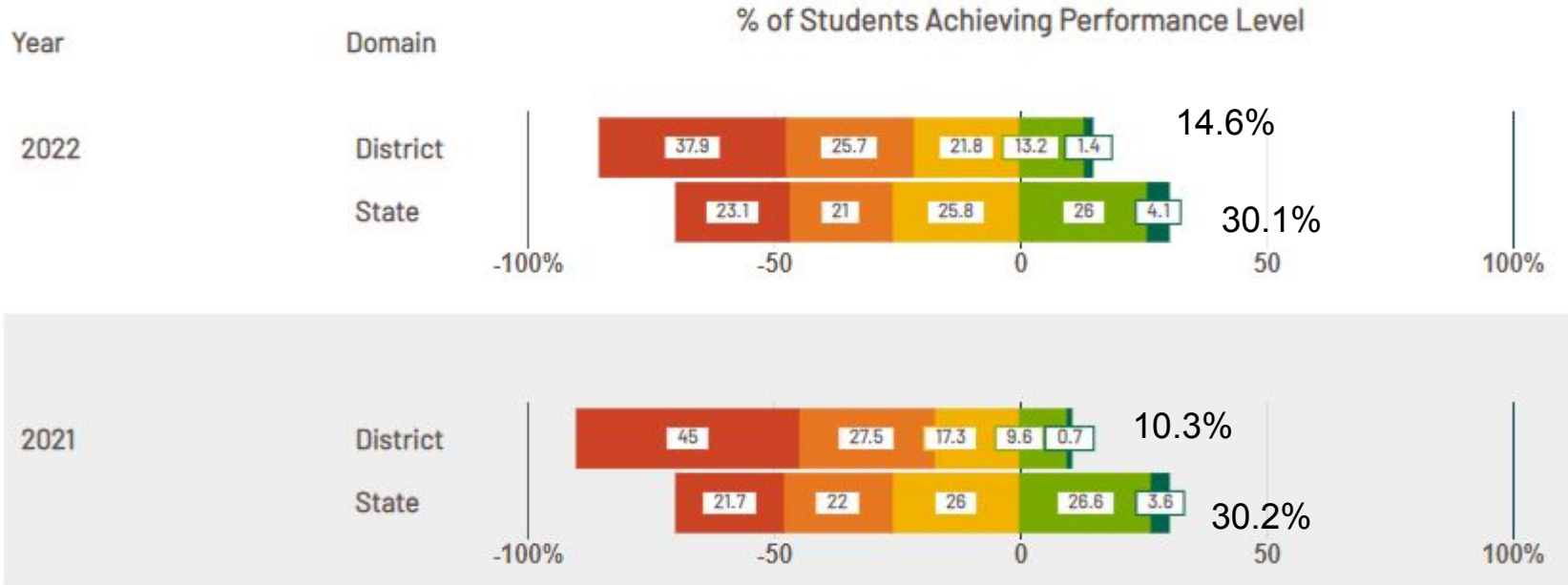
GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

English Language Arts: Key Metrics Strategic Plan 2021-2026

The percentage of students who meet and exceed English Language Arts standards as measured by the Illinois Assessment of Readiness (IAR) will increase

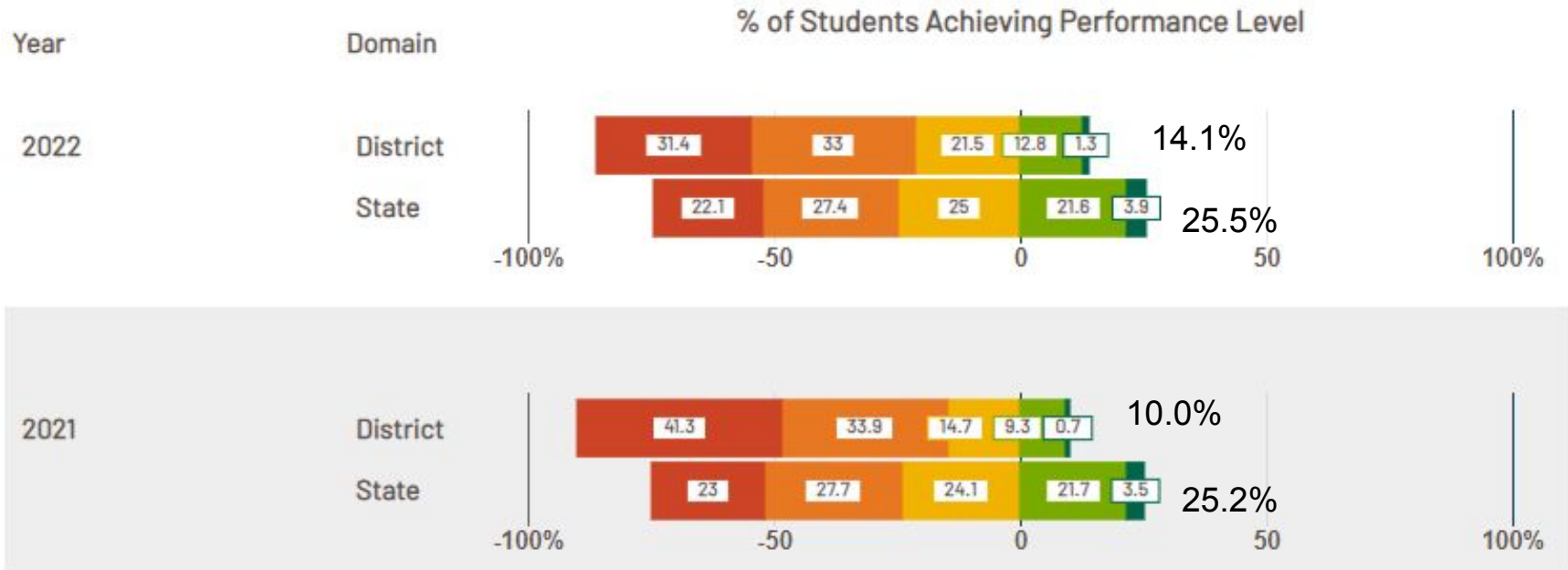
2026 Target: 36.8% of students meet or exceed on the IAR



Math: Key Metrics Strategic Plan 2021-2026

The percentage of students who meet and exceed Mathematics standards as measured by the Illinois Assessment of Readiness (IAR) will increase

2026 Target: 31.8% of students meet or exceed on the IAR



Change from 2021 to 2022 & Target in 2026

Subject	2019 Proficiency	2020 IAR	2021 Proficiency	2022 Proficiency	Change 2021-2022	Target 2026	Growth per year to meet goal
ELA	19.3%	No data- COVID impacted	10.3%	14.6%	+ 4.3	36.8%	+ 5.6
Math	17.6%		10.0%	14.1%	+ 4.1	31.8%	+ 4.5

Target is the state proficiency from 2019, prior to the pandemic.

All Illinois Proficiency	2015 PARCC	2016 PARCC	2017 PARCC	2018 PARCC	2019 IAR	2020 IAR	2021 IAR	2022 IAR
ELA	38%	36%	37%	37%	37%	No data- COVID impacted	30%	30%
Math	28%	31%	32%	32%	32%		25%	26%

2022 District IAR Results- Percentage of Meets/Exceeds

Subject	All Students	Dual Classes (1-Way & 2-Way)	Monolingual Classes (includes TPI/ESL students)	Student group: Hispanic	Student group: Black/African-American	Student group: Children with Disabilities
English Language Arts	14.6%	10.4%	17.9%	10.6%	6.5%	2.9%
Mathematics	14.1%	10.9%	20.3%	11.8%	4.8%	1.9%

IAR Proficiency by School

Examine the change in percentage proficient as we move away from the COVID disruptions of 2021.

All Students	Currier	Gary	Indian Knoll	Pioneer	Turner	Wegner	Leman Middle
ELA 2022	14.8%	12.1%	17.4%	14.0%	13.2%	12.8%	15.2%
ELA 2021 Covid Impacted	7.4%	14.6%	8.6%	0.7%	7.7%	10.0%	12.1%
Math 2022	13.8%	8.5%	25.2%	17.4%	19.1%	21.9%	11.4%
Math 2021 Covid Impacted	4.0%	14.1%	11.8%	4.6%	7.6%	10.0%	11.3%

Student Group Proficiency

D33 Student Groups	Hispanic	Asian	Black/ African American	White	Children with IEPs	English Learners (ELs)	Low Income
ELA 2022	10.6%	38.7%	6.5%	36.5%	2.9%	3.7%	10.0%
ELA 2021 Covid Impacted	6.3%	21.3%	6.7%	33.8%	0.7%	1.2%	6.2%
Math 2022	9.1%	47.7%	4.8%	41.9%	1.9%	5.9%	9.6%
Math 2021 Covid Impacted	5.9%	31.3%	4.3%	31.3%	1.8%	1.7%	4.9%

IAR Comparison with Similar Districts

Comparison of IAR Results with Other Districts of Similar Demographics	PARCC 2018	IAR 2019	IAR 2021 Covid Impacted	IAR 2022	Matched to D33 (illinoisreportcard.com)
West Chicago District 33 IAR ELA- students at Levels 4-5 (Met, Exceeded)	17%	19%	10%	15%	57% Low Income 62% English Learners Enrollment= 3564 Grades Pk-8
West Chicago District 33 IAR Math- students at Levels 4-5 (Met, Exceeded)	16%	18%	10%	14%	
Addison District 4 IAR ELA- students at Levels 4-5 (Met, Exceeded)	24%	29%	17%	18%	62% Low Income 45% English Learners Enrollment= 3644 Grades Pk-8
Addison District 4 IAR Math- students at Levels 4-5 (Met, Exceeded)	19%	20%	15%	14%	
Bensenville District 2 IAR ELA- students at Levels 4-5 (Met, Exceeded)	34%	34%	28%	27%	51% Low Income 43% English Learners Enrollment= 2090 Grades Pk-8
Bensenville District 2 IAR Math- students at Levels 4-5 (Met, Exceeded)	28%	26%	18%	21%	
Wood Dale District 7 IAR ELA- students at Levels 4-5 (Met, Exceeded)	34%	34%	27%	27%	58% Low Income 42% English Learners Enrollment= 979 Grades Pk-8
Wood Dale District 7 IAR Math- students at Levels 4-5 (Met, Exceeded)	29%	26%	14%	14%	

Equity

- SchoolPace conferencing schedules and conferencing by level report
- School schedules maintain access to grade level instruction with separate and additional time for interventions or enrichment
- Student group district wide plan

Checks & Balances

- Universal monitoring
- Accountability for math pacing and unit score entry in database/gradebook district wide
- Attendance and discipline patterns reviewed bi-weekly at a minimum
- Content subjects include reading instruction and reading/writing assessments

Next Steps

- Develop a strong results focus within action steps
- Data Drops followed by PLT review and action
- ARC Coaching
- PD regarding the IAR: expectations, rigor and practice questions