

Lincoln Elementary School Improvement Plan 2011-2013

I. Annual Yearly Progress (AYP) performance targets:

The *No Child Left Behind Act of 2001* requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on the established annual targets.

How Illinois Calculates AYP: Adequate Yearly Progress (AYP) calculations in Illinois are based on three factors:

- ❶ The percent of reading and math scores that meet or exceed standards, compared to the annual state targets;
- ❷ The participation rate of students in taking the state tests, which must meet or exceed 95%; and
- ❸ The attendance rates of students in elementary and middle schools, and the graduation rates of students in high schools, which must meet or exceed the state's annual targets.

Federal and state laws specify adequate yearly progress (AYP) as an accountability measure for Illinois public schools in:

Reading
Mathematics
Percent of students tested
Attendance rate (K-8)

Three of these measures – reading, mathematics, and percent of students tested – are further disaggregated by ten subgroups, making 41 performance targets in all. The School Report Card provides AYP information in Yes/No format for each

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of the 41 performance targets, as applicable. At a minimum, a school must include in its SIP those performance targets marked “No” (not met). By law, any unmet target becomes a school’s performance target.

At this time Lincoln Elementary **MEETS** in all applicable AYP performance target areas. Please see the attached School Report Card in Appendix A.

II. School and Community Information

A. Lincoln Elementary

Lincoln Elementary School is one of four elementary schools in the Morton CUSD 709 in Morton, IL. Lincoln School houses the district early childhood program thru sixth grade with two or three sections per grade level totaling 415 students. Our instructional programs include: regular education, special education including the primary and intermediate instructional programs and early childhood, speech and language, reading support, music education, band (Grade 6), orchestra (Grade 6), chorus (Grades 5-6), physical education, library, and computer lab.. The current faculty includes: 15 regular education classrooms, 6 special education classrooms, 5 support service classrooms, library, computer lab, music room, gymnasium/cafeteria, kitchen, and administrative offices. Lincoln has an active Parent/Teacher Organization and a strong volunteer program that provides many activities and events for the Lincoln students and their families.

Lincoln’s 2010-2011 enrollment configuration by grade level is as follows:

ECE (3 sections)	25
Grade K (3 sections)	64
Grade 1 (3 sections)	75
Grade 2	52
Grade 3	48
Grade 4	50
Grade 5	51
Grade 6	50

B. Morton Unit School District 709

Lincoln School is part of the Morton Unit School District 709, one of 18 school districts in Tazewell County. The Morton Unit School District 709 serves 2,771 students in four elementary schools, one junior high school, and one high school. Its attendance area encompasses the communities of Morton, Groveland and small areas of Washington and East Peoria.

In the district, the current enrollment consists of 1.6 percent Hispanic students, 94 percent White, 0.9 percent African-American, 2.0 percent Asian/Pacific Islander, 0.1 percent Native American, and 1.3 percent multi-racial.

2008-09 Instructional Expenditure per Pupil was \$9,964.

C. Lincoln Students

At the present time, the student enrollment at Lincoln Elementary is made up of 2.2 percent Hispanic, 93.6 percent White, 0.5 percent African-American, 1.7 percent Asian/Pacific Islander, 0.0 percent Native American, and 2.0 percent Multi-racial/Ethnic as shown on the attached school report card.

Over the past four years, our population has stayed relatively consistent in the demographic numbers.

4.7 percent of the students qualify for free and reduced priced meals. The student population is comprised of students who speak English as their home language. Our school supports “at risk” students through Response to Intervention. We have incorporated this program for students in kindergarten through twelfth grades. The focus in the elementary schools is on providing support in reading and math. Students receive Tier I, II, and/or Tier III interventions to help them grow and develop before failing or moving towards an IEP for special education support. Additional support is provided for kindergarten, 1st & 2nd second grade students through small group instruction with a reading aide.

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Lincoln School also provides 3rd -6th grade students with an after school challenge club for our top students in reading and math. The club is an enrichment opportunity.

D. Attendance and Mobility

Student attendance rates at Lincoln School have remained steady over the past few years. Lincoln has an average daily attendance of 96.6 percent. The mobility rate is currently at about 7.3 percent.

E. Our School Staff

The staff at Lincoln School includes: 15 regular education teachers, 6 special education teachers, 2 physical education teachers, 1 music teacher, 1 library aide, 1 reading specialist, 2 speech & language pathologists, 22 instructional aides, 4 clerical aides, 3 food service, 1 nurse, 2 custodians, 4 special education support services (PT, OT, Psychologist, social worker), 1 secretary, and 1 principal . On an average, our teachers have been here 8 years. The number of years the teachers have taught, by grade level, are shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
ECE	1						1	
K	2							
1	1		2					
2	1			1				
3	1				1			
4						1		1
5	1		1					
6					1	1		

F. Our Leader

Our principal is Mrs. Sheila Taylor. The 2004-2005 school year was her first year in the Morton School District. She has been in education for 19 years. Mrs. Taylor taught 5th grade for 4.5 years and coached JH basketball and volleyball; she was principal for a private PreK-8 school in Boone, IA for two years; she was principal at Mable Woolsey Elementary in Knoxville, IL for five years; and has been principal at Lincoln School in Morton for seven years.

G. Safety, Cleanliness, and Adequacy of School Facilities

Lincoln Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is a Crisis Management Plan with regular drills for crisis, fire, and tornados. Planning for various potential emergencies is done in coordination with the district crisis management committee, with the district, and school plans stressing safety for the students first.

The maintenance department handles specific safety concerns regarding buildings and grounds at the school site. On-site custodial staff takes care of the day-to-day safety concerns that may arise. Our professional staff of two custodians performs the basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

H. Classroom Discipline/Learning Climate

Lincoln Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Lincoln School is enhanced by involved parents. Parents are encouraged to become involved in school, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Lincoln School staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance service to others, and develop positive social behavior. To reach this goal, Lincoln School offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with the Illinois State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

I. Our Community

1. Location

Morton is located in Tazewell County and has a population of 16,670. The median age is 40 years, and there is a large percentage of family households. Twenty-six percent of the nation's population lives within 500 miles of Morton. With a property tax rate of 6.3872 percent and no public debt, Morton puts its resources where they will best benefit its citizens. The result is quality living in a relaxed and beautiful setting.

Known as the Pumpkin Capital of the World, Morton is at the intersection of Interstates 74 and 155. With easy access to major cities and the Illinois state capital, Morton is actually located midway between St. Louis, Chicago, Indianapolis and Des Moines. This prime location — just 10 minutes from Peoria, 30 minutes from Bloomington-Normal, 50 minutes from Springfield and three hours from Chicago and St. Louis — gives Morton the benefits of city

living without the inconveniences. Peoria, a city of 100,000, offers major shopping centers, specialized medical care, professional sports events and higher education opportunities.

Two airports serve Morton. Just 12 miles away is the Greater Peoria Regional Airport, with the longest runways in downstate Illinois, jet and turboprop commuter service, and car rental services. Also nearby is Central Illinois Regional Airport in Bloomington-Normal.

Morton offers cable and satellite television services as well as local Internet service and mobile phone service providers. Bringing the news to Morton residents are three daily newspapers — the Peoria Journal Star, the Pekin Daily Times and the Bloomington Pantagraph — and two weekly newspapers — Morton Times-News and Morton Courier.

2. Morton's Economic Development Efforts

With nearly 15,000 jobs and growing, Morton is a leader for Tazewell County. Morton enjoys consistent growth due to a multi-faceted approach that yields a strong base of existing businesses and an attractive setting for new businesses. Regular communication with current business owners regarding their concerns and feasible ways to deal with those concerns demonstrates a high level of commitment to service.

Expansion is an important facet of Morton's economic development efforts. As a liaison with the Economic Development Council for Central Illinois, the Illinois Department of Commerce and Economic Opportunity, and the Village of Morton, the Morton Chamber of Commerce tracks financial incentive programs available to new businesses as well as new developments in transportation and technology. Sharing that knowledge and experience with businesses and similar groups in area communities also strengthens the central Illinois business climate as a whole.

3. Companies & Industries

Morton adds depth to the economic base of Tazewell County with a diverse and stable business community. Several nationally recognized businesses enjoy the economic benefits of being located in the Morton area.

Local companies that have a large impact on our community include: Caterpillar Worldwide Parts Distribution Center, Nestle/Libby's, Morton Buildings, and RMH Foods.

4. Colleges and Universities

a. Illinois State University at Bloomington-Normal, the home of the Redbirds, was founded in 1857 and was the state's first public university. Academic majors include applied science and technology, arts and sciences, business, education, fine arts, and nursing. There are also complete athletic programs for men and women.

The University sponsors community programs and events for youth, lifelong learners, senior citizens and other residents, for educators and alumni, and for employers and business professionals. On- and off-campus programs in the areas of the arts, entertainment and recreation are always popular. Other services include career exploration and development, distance education, conference facilities and research resources.

b. Bradley University at Peoria, the home of the Braves, serves 6,000 students on its 75-acre campus. Founded in 1897, Bradley became a university in 1946. Today, it offers 90 programs in five colleges, as well as the graduate school's 13 degrees in 31 academic areas. A challenging athletic program for men and women produces many championships at the NCAA Division 1 level.

With a faculty of 300, the average class size at Bradley is 24 students. Bradley also boasts a job placement rate of 96 percent for its graduates. National honors include a number four rank among regional colleges and universities in the Midwest and number three in the Midwest list of best values by U.S. News and World Report, as well as being named to Princeton Review's 2003 guide as one of The 345 Best Colleges.

Bradley serves the area in three major ways: providing opportunities for intellectual and personal growth; providing assistance to business and industry; and providing cultural activities, including art exhibits, music concerts, theater performances and presentations by nationally known speakers and performers. Also, Bradley's WCBU-FM public radio and WTVP-TV public television stations, with studios on campus, serve all of central Illinois.

Outreach to the community also includes the Bradley-led Internet2 project, which is being conducted in cooperation with more than 200 universities. This group is working in partnership with industry and government to create the Internet of the future.

c. **Illinois Central College** at Peoria and East Peoria (ICC) was founded in 1967. Offering night, weekend and summer classes, the college grants associate’s degrees and occupational certificates. Continuing-education classes for adult learners are also popular; the University of Illinois at Springfield offers courses here as well. A strong athletic program features baseball, cross-country, men’s and women’s basketball, golf, men’s and women’s soccer, softball, and volleyball. ICC’s Professional Development Institute provides the best in computer and business training for area residents. The Intercultural Diversity Program is dedicated to bringing together individuals with many differences and helping them to learn to communicate and cooperate.

Other colleges and universities in the area include Illinois Wesleyan University at Bloomington, Eureka College at Eureka, Knox University at Galesburg, Lincoln College at Normal, Lincoln Christian College and Seminary at Lincoln, Midstate College at North Peoria, Robert Morris College at Peoria, Spoon River College at Canton, University of Illinois School of Medicine at Peoria and Heartland Community College at Normal.

III. Goal Statements and Measurable Objectives

A. **Reading:** Increase the number of students in the “Meets” and “Exceeds” categories of the ISAT test.

2006 Scores:	2007 Scores:	2008 Scores:	2009 Scores:
3 rd Grade – 87%	3 rd Grade – 93%	3 rd Grade – 100%	3 rd Grade- 100%
4 th Grade – 95.7%	4 th Grade – 92%	4 th Grade – 92.2%	4 th Grade- 95.5%
5 th Grade – 89%	5 th Grade – 91%	5 th Grade – 96.9%	5 th Grade- 98%
6 th Grade – 96.3%	6 th Grade – 98%	6 th Grade – 100%	6 th Grade- 98.5%
2010 Scores:	2011 Scores:		
3 rd Grade – 100%	3 rd Grade – 97%		
4 th Grade – 95.8%	4 th Grade – 91%		
5 th Grade – 95.6%	5 th Grade – 96%		
6 th Grade – 100%	6 th Grade – 97%		

B. Math: Increase the number of students in the “Meets” and “Exceeds” category of the ISAT test.

2006 Scores:

3rd Grade – 100%
4th Grade – 97.9%
5th Grade – 100%

2007 Scores:

3rd Grade- 94%
4th Grade – 97%
5th Grade – 98%

2008 Scores:

3rd Grade – 100%
4th Grade – 94.1%
5th Grade – 98.5%

2009 Scores:

3rd Grade- 100%
4th Grade- 97.7%
5th Grade- 98.6%

2010 Scores:

3rd Grade – 100%
4th Grade – 100%
5th Grade – 95.6%
6th Grade – 98.2%

2011 Scores:

3rd Grade – 100%
4th Grade – 97%
5th Grade – 98%
6th Grade – 95%

IV. Reflection:

How have we progressed on our 2009-2011 School Improvement Plan?

Reading: (grade level narratives)

Kindergarten:

Kindergarten follows the order of alphabet and sight words according to the reading series.
Kindergarten utilizes MAP and RtI assessments to monitor growth.
Kindergarten utilizes a modified version of the Four Square Method.

What we did not accomplish:

Kindergarten did not introduce the Shurley Method due to limited time. They use Heggerty Phonics instead.
Kindergarten did not utilize all portions of the reading series for phonics due to the shorter kindergarten day.

First Grade:

1st grade provides a consistent phonics program through our reading series.
1st grade monitors progress through weekly tests, oral reading fluency, running records, and MAP.
The 1st grade created and implemented an after school tutoring program.

What we did not accomplish:

1st grade does not use the Shurley Method. The reading series is a full comprehensive program that we use for our reading and language arts program.

Second Grade:

2nd grade weekly tests include written response test questions. The teachers model and practice the skill of extended response questions weekly.

2nd grade utilizes MAP and weekly reading tests to monitor growth.

2nd grade uses the Four Square Method to teach writing each month.

2nd grade uses the reading series spelling words plus additional high frequency words.

What we did not accomplish:

The reading series is comprehensive language and reading program, so the Shurley Method was not utilized.

2nd grade uses Modern Curriculum Press for Phonics instruction. It is a struggle to do phonics from the reading series and current workbook due to time.

Third Grade:

3rd grade continues to use the reading series and cover the skills outlined in the text.

For ISAT, the 3rd grade uses the reading practice questions and passages and uses a teacher created template.

The reading series is a comprehensive program for spelling, language arts and reading skills that the 3rd grade utilizes. Assessments from the strategic intervention kit (which compliments the reading series), weekly tests, and RtI are used for monitoring growth.

3rd grade teachers use research based interventions that are on the district website and those provided by the RtI aides.

There were a few 3rd grade students who took advantage of the district after school tutoring program.

3rd grade uses the Four Square Method to teach writing.

What we did not accomplish:

Some Shurley Method jingles have been introduced. One of the third grade teachers is new and not trained on the Shurley Method. The reading program is comprehensive program for spelling, language arts and reading.

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Fourth Grade:

4th grade uses Buckle Down, reading series and Study Island to teach extended response questions.

4th grade uses MAP testing, weekly tests, and RtI resources to monitor progress.

A few 4th grade students took advantage of the district after school tutoring program.

The reading series is a comprehensive program for teaching spelling, reading and language arts.

What we did not accomplish:

Shurley Method is not consistently utilized, due to time and training.

Fifth Grade:

5th grade utilized the reading series, concentrating on focus skills when presenting novels.

Small group and paired work provided differentiated learning.

The reading series provides a consistent method for teaching extended response questions.

MAP, reading tests and RtI interventions monitor growth.

What we did not accomplish:

Time did not allow the class to finish the reading textbook but the majority of focus skills were covered.

Shurley Method was not used due to training. The reading series provides language arts instruction.

Sixth Grade:

Instructed students using a scripted formula for extended response questions. We will see if this works.

Received more training and resources for 6-traits of writing.

MAP testing monitors student growth.

100% of students met or exceeded for 2009 & 2010 on the ISAT.

What we did not accomplish:

Students did not increase in the exceeds category.

70% of the students did not reach their growth targets. There isn't as much growth seen at this age.

Math: (grade level narratives)

Kindergarten:

What & why chart is used to teach math concepts. Instruction is whole group sharing orally.

Everyday Counts Calendar math is used daily.

Differentiated instruction through math centers and small group instruction (interested in implementing a modified version of guided math for next year).

What we did not accomplish:

Do not implement extended response questions. Students are just beginning to write sentences.

Kindergarten does not use daily oral math. These concepts are taught through calendar math.

First Grade:

Rocket math timed tests are used daily. There is a lot of stress with first graders, so next year rocket math will begin in the second semester.

Due to higher achieving students, Everyday calendar math was changed to be included through guided math instruction.

Guided math provided differentiated instruction to meet the needs of students.

What we did not accomplish:

1st grade did not have resources to teach extended response questions for math. The new math series that will be implemented next year will help provide more consistent instruction for answering extended response questions.

Second Grade:

Problem of the day provided extended response question instruction with what & why chart through whole group discussion.

Rocket math is used multiple times a week to practice math facts.

Daily oral math is used daily to review and learn math concepts.

Everyday counts calendar math is used daily.

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What we did not accomplish:

Have not done extended response questions for students to learn how to create written responses.

Third Grade:

Taught math extended response questions using ‘what I did’ and ‘why I did it’
3rd grade teachers met and created binder of extended response questions for math units to provide variety.
One hundred problem timed tests given four times a week to practice facts.
Daily problem solving book created each quarter to practice and review skills.

What we did not accomplish:

Everyday counts calendar math not utilized in 3rd grade due to time.
Resources not available for differentiating instruction.

Fourth Grade:

4th grade use Buckle Down, math series, and Study Island to monitor progress and teach concepts.
Extended response questions practiced using what & why chart.
One hundred problem timed tests given to practice facts.

What we did not accomplish:

Rocket math not used – use one hundred problem timed test.
Lack of resources make it difficult to differentiate learning.

Fifth Grade:

5th grade use what/why instruction for extended response questions.
Daily oral math was utilized each day.

What we did not accomplish:

Differentiation is at a beginner level. Will continue differentiating math lessons to meet the needs of students.

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Sixth Grade:

6th grade supplements textbook series with additional math activities to teach all math frameworks.
Focus on answering extended response questions once a week starting in January to prepare for ISAT.
Incorporate challenge math activities.

What we did not accomplish:

The number of students do not increase by two percent in the exceeds category on the ISAT. When you look at the last four years from fifth to sixth grade, three out of the four years see growth.

V. Data Collection & Analysis:

A. ISAT Data by Class

Class of 2017 (6 th)	3 rd AW	4 th AW	5 th AW	6 th AW	3rd Below	4th Below	5 th Below	6 th Below	3 rd Meet	4 th Meet	5 th Meet	6 th Meet	3 rd E	4 th E	5 th E	6 th E
Reading	0%	0%	0%		0%	4.5%	4.4%		54.8%	29.5%	26.7%		45.2%	65.9%	68.9%	
Math	0%	0%	0%		0%	2.3%	4.4%		28.6%	29.5%	46.7%		71.4%	68.2%	48.9%	
Science		0%				2.3%				40.9%				56.8%		

Class of 2018 (5 th)	3 rd AW	4 th AW	5 th AW	6 th AW	3rd Below	4th Below	5 th Below	6 th Below	3 rd Meet	4 th Meet	5 th Meet	6 th Meet	3 rd E	4 th E	5 th E	6 th E
Reading	0%	0%			0%	4.2%			24.4%	27.1%			75.6%	68.8%		
Math	0%	0%			0%	0%			24.4%	47.9%			75.6%	52.1%		
Science		0%				2.1%				62.5%				35.4%		

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Class of 2019 (4 th)	3 rd AW	4 th AW	5 th AW	6 th AW	3rd Below	4th Below	5 th Below	6 th Below	3 rd Meet	4 th Meet	5 th Meet	6 th Meet	3 rd E	4 th E	5 th E	6 th E
Reading	0%				0%				35.4%				64.6%			
Math	0%				0%				47.9%				52.1%			
Science																

Class of 2020 (3 rd)	3 rd AW	4 th AW	5 th AW	6 th AW	3rd Below	4th Below	5 th Below	6 th Below	3 rd Meet	4 th Meet	5 th Meet	6 th Meet	3 rd E	4 th E	5 th E	6 th E
Reading																
Math																
Science																

B. Demographic Data: Please see the attached copy of the 2010 Lincoln School Report Card.

C. ISAT DATA for 2010: For the purpose of comparison, we have combined the “Meets” and “Exceeds” categories

2010 ISAT Reading Results:

- 100% of our **3rd grade** students met or exceeded the expectations on the ISAT. This is 1.7% higher than the district and 26.3% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown: 4.2% (4); 60.4% (3); 33.3% (2); 2.1% (1); 0% (0).
- 95.8% of our **4th grade** students met or exceeded the expectations on the ISAT. This is just 1.3% higher than the district and 22.1% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown: 16.7% (4); 35.4% (3); 45.8%(2); 2.1% (1); 0% (0).
- 95.6% of our **5th grade** students met or exceeded the expectations on the ISAT. This is 1.2% higher than the district and 20.9% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown: 6.7% (4); 48.9% (3); 40%(2); 4.4% (1); 0% (0).
- 100% of our **6th grade** students met or exceeded the expectations on the ISAT. This is 1.6% higher than the district and 18.8% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown: 8.9% (4); 30.4%(3); 55.4%(2); 5.4% (1); 0% (0).

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2010 ISAT Mathematics Results:

- 100% of our **3rd grade** students met or exceeded the expectations on the ISAT. This is 13.7% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown:

	“4”	“3”	“2”	“1”	“0”
Mathematical knowledge	68.8%	10.4%	10.4%	10.4%	0.0%
Strategic knowledge	72.9%	20.8%	6.3%	0.0%	0.0%
Explanation	4.2%	35.4%	58.3%	2.1%	0.0%

- 100% of our **4th grade** students met or exceeded the expectations on the ISAT. This is 1.1% higher than the district average and 14% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown:

	“4”	“3”	“2”	“1”	“0”
Mathematical knowledge	52.1%	29.2%	10.4%	8.3%	0.0%
Strategic knowledge	83.3%	2.1%	8.3%	4.2%	2.1%
Explanation	29.2%	31.3%	37.5%	2.1%	0.0%

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- 95.6% of our **5th grade** students met or exceeded the expectations on the ISAT. This is 0.5% lower than the district average but 12.2% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown:

	“4”	“3”	“2”	“1”	“0”
Mathematical knowledge	73.3%	13.3%	11.1%	2.2%	0.0%
Strategic knowledge	71.1%	20%	6.7%	2.2%	0.0%
Explanation	20%	40%	33.3%	4.4%	2.2%

- 98.2% of our **6th grade** students met or exceeded the expectations on the ISAT. This is 2.7% higher than the district average and 13.6% higher than the state average.
- Students earn a rating for their extended response question. A rating of a “4” is the best with “0” being the worst. Here is the breakdown:

	“4”	“3”	“2”	“1”	“0”
Mathematical knowledge	51.8%	19.6%	25%	1.8%	1.8%
Strategic knowledge	67.9%	25%	3.6%	1.8%	1.8%
Explanation	60.7%	21.4%	14.3%	0.0%	3.6%

2010 ISAT Science Results:

- 97.9% of our 4th grade students met or exceeded the expectations on the ISAT. This is 0.6% higher than the district and 21.2% higher than the state average.
- For the multiple choice questions students scored just above or below the district average in all areas assessed.

D. Lincoln Elementary Reading Extended Response Scores 2002 – 2010

3rd Grade: Score	2002	2003	2004	2005	2006	2007	2008
4	19%	10%	9%	0%	0%	4%	0%
3	19%	15%	20%	18%	14%	33%	21.4%
2	36%	60%	55%	82%	63%	50%	71.4%
1	26%	15%	16%	0%	23%	13%	7.1%
0	0%	0%	0%	0%	0%	0%	0%

3rd Grade: Score	2009	2010	2011	2012	2013
4	2.2%	4.2%			
3	53.3%	60.4%			
2	44.4%	33.3%			
1	0%	2.1%			
0	0%	0%			

4th Grade: Score	2006	2007	2008	2009	2010	2011	2012
4	0%	2%	2%	4.5%	4.2%		
3	24%	25%	27.5%	36.4%	60.4%		
2	46%	38%	62.7%	59.1%	33.3%		
1	30%	36%	7.8%	0%	2.1%		
0	0%	0%	0%	0%	0%		

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5th Grade: Score	2002	2003	2004	2005	2006	2007	2008
4	0%	6%	2%	X	6%	9%	3.1%
3	32%	46%	14%		56%	30%	24.6%
2	59%	35%	58%		34%	59%	61.5%
1	10%	13%	26%		4%	2%	10.8%
0	0%	0%	0%		0%	0%	0%

5th Grade: Score	2009	2010	2011	2012	2013
4	0%	6.7%			
3	30.6%	48.9%			
2	65.3%	40%			
1	4.1%	4.4%			
0	0%	0%			

6th Grade: Score	2006	2007	2008	2009	2010	2011	2012
4	7%	2%	10.9%	4.8%	8.9%		
3	48%	44%	28.3%	50%	30.4%		
2	43%	52%	58.7%	43.5%	55.4%		
1	2%	2%	2.2%	1.6%	5.4%		
0	0%	0%	0%	0%	0%		

E. Lincoln Elementary Math Extended Response Scores 2003 – 2010

		3rd Grade					
Mathematical Knowledge:	Score	2003	2004	2005	2006	2007	2008
	4	56%	60%	89%	45%	83%	31%
	3	15%	12%	2%	16%	2%	11.9%
	2	13%	21%	5%	23%	2%	21.4%
	1	17%	7%	5%	16%	13%	35.7%
	0	0%	0%	0%	0%	0%	0%
Mathematical Knowledge:	Score	2009	2010	2011	2012	2013	
	4	33.3%	68.8%				
	3	13.3%	10.4%				
	2	22.2%	10.4%				
	1	31.1%	10.4%				
	0	0%	0%				
Strategic Knowledge:	Score	2003	2004	2005	2006	2007	2008
	5	56%	65%	89%	52%	72%	35.7%
	6	17%	19%	9%	17%	4%	26.2%
	2	13%	12%	0%	17%	11%	4.8%
	1	15%	5%	2%	14%	13%	33.3%
	0	0%	0%	0%	0%	0%	0%
Strategic Knowledge:	Score	2009	2010	2011	2012	2013	
	4	46.7%	72.9%				
	3	20%	20.8%				
	2	20%	6.3%				
	1	13.3%	0%				
	0	0%	0%				

2011-2013 SIP

Explanation:	Score	2003	2004	2005	2006	2007	2008
	3	27%	23%	23%	9%	44%	11.9%
	3	15%	49%	20%	17%	20%	7.1%
	2	44%	26%	52%	61%	30%	78.6%
	1	13%	2%	5%	11%	6%	2.4%
	0	2%	0%	0%	2%	0%	0%

Explanation:	Score	2009	2010	2011	2012	2013
	4	8.9%	4.2%			
	3	33.3%	35.4%			
	2	51.1%	58.3%			
	1	6.7%	2.1%			
	0	0%	0%			

		4th Grade				
Mathematical Knowledge:	Score	2006	2007	2008	2009	2010
	4	49%	79%	11.8%	36.4%	52.1%
	3	28%	3%	31.4%	0%	29.2%
	2	11%	16%	29.4%	25%	10.4%
	1	13%	2%	27.5%	38.6%	8.3%
	0	0%	0%	0%	0%	0%

Strategic Knowledge:	Score	2006	2007	2008	2009	2010
	4	60%	79%	29.4%	29.5%	83.3%
	3	13%	5%	9.8%	13.6%	2.1%
	2	11%	15%	3.9%	50%	8.3%
	1	13%	2%	54.9%	6.8%	4.2%
	0	4%	0%	2%	0%	2.1%

2011-2013 SIP

Explanation:	Score	2006	2007	2008	2009	2010
	4	13%	26%	17.6%	15.9%	29.2%
	3	17%	21%	15.7%	18.2%	31.3%
	2	66%	46%	51%	50%	37.5%
	1	4%	5%	13.7%	13.6%	2.1%
	0	0%	2%	2%	2.3%	0%

		5th Grade					
Mathematical Knowledge:	Score	2003	2004	2005	2006	2007	2008
	4	85%	84%	75%	74%	50%	75.4%
	3	11%	2%	8%	10%	11%	6.2%
	2	2%	7%	12%	12%	24%	12.3%
	1	2%	7%	6%	4%	15%	4.6%
	0	0%	0%	0%	0%	0%	1.5%

Mathematical Knowledge:	Score	2009	2010	2011	2012	2013
	4	40.4%	73.3%			
	3	0%	13.3%			
	2	40.4%	11.1%			
	1	19.2%	2.2%			
	0	0%	0%			

Strategic Knowledge:	Score	2003	2004	2005	2006	2007	2008
	4	94%	80%	73%	78%	50%	80%
	3	4%	0%	8%	10%	13%	4.6%
	2	0%	16%	15%	8%	33%	9.2%
	1	2%	5%	4%	4%	4%	6.2%
	0	0%	0%	0%	0%	0%	0%

2011-2013 SIP

Strategic Knowledge:	Score	2009	2010	2011	2012	2013
	4	36.5%	71.1%			
	3	38.5%	20%			
	2	17.3%	6.7%			
	1	7.7%	2.2%			
	0	0%	0%			

Explanation:	Score	2003	2004	2005	2006	2007	2008
	4	65%	70%	38%	28%	24%	43.1%
	3	20%	9%	17%	38%	24%	21.5%
	2	13%	16%	44%	30%	52%	29.2%
	1	2%	5%	0%	4%	0%	4.6%
	0	0%	0%	0%	0%	0%	1.5%

Explanation:	Score	2009	2010	2011	2012	2013
	4	30.8%	20%			
	3	26.9%	40%			
	2	38.5%	33.3%			
	1	1.9%	4.4%			
	0	1.9%	2.2%			

		6th Grade				
Mathematical Knowledge:	Score	2006	2007	2008	2009	2010
	4	63%	68%	69.6%	74.2%	51.8%
	3	20%	18%	6.5%	6.1%	19.6%
	2	15%	6%	8.7%	18.2%	25%
	1	2%	8%	15.2%	1.5%	1.8%
	0	0%	0%	0%	0%	1.8%

2011-2013 SIP

Strategic Knowledge:	Score	2006	2007	2008	2009	2010
	4	87%	84%	73.9%	92.4%	67.9%
	3	2%	4%	6.5%	1.5%	25%
	2	11%	10%	4.3%	6.1%	3.6%
	1	0%	2%	15.2%	0%	1.8%
	0	0%	0%	0%	0%	1.8%

Explanation:	Score	2006	2007	2008	2009	2010
	4	63%	70%	80.4%	69.7%	60.7%
	3	22%	16%	10.9%	22.7%	21.4%
	2	15%	12%	6.5%	7.6%	14.3%
	1	0%	2%	2.2%	0%	0%
	0	0%	0%	0%	0%	3.6%

F. MAP Data: When analyzing MAP scores, students in kindergarten through sixth grade will show growth from the fall to the spring. We will see an increase in the number of students who reach their fall to spring target growth goal.

READING (by grade)				
	Fall to Spring 07-08	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11
	% Met Goal	% Met Goal	% Met Goal	% Met Goal
Kindergarten	67.6%	79.6%	86.7%	63.2%
1 st Grade	77.3%	71.4%	70.2%	69.4%
2 nd Grade	54.5%	68.1%	70.5%	66%
3 rd Grade	68.4%	62.2%	83.7%	64.4%
4 th Grade	70.6%	80%	79.2%	56.3%
5 th Grade	75.4%	86.8%	68.2%	56%
6 th Grade	42.9%	59.1%	65.8%	61.9%

2011-2013 SIP

MATH (by grade)	Fall to Spring 07-08	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11
	% Met Goal	% Met Goal	% Met Goal	%Met Goal
Kindergarten	48.6%	63%	54.8%	55.6%
1st Grade	59.1%	66.7%	53.2%	67.1%
2nd Grade	56.8%	74.5%	63.6%	70%
3rd Grade	69.8%	71.1%	69.4%	64.4%
4th Grade	64.7%	71.1%	70.8%	60.4%
5th Grade	74.6%	86.5%	75%	64%
6th Grade	68.2%	69.7%	71.9%	61.9%

LANG USAGE (by grade)	Fall to Spring 07-08	Fall to Spring 08- 09	Fall to Spring 09-10	Fall to Spring 10-11
	% Met Goal	% Met Goal	% Met Goal	%Met Goal
Kindergarten	X	X	X	X
1st Grade	X	X	X	X
2nd Grade	62.8%	74.5%	69%	51.1%
3rd Grade	78%	84.4%	67.3%	59.1%
4th Grade	72.5%	84.1%	80.9%	62.5%
5th Grade	77.8%	64.7%	58.1%	46%
6th Grade	77.3%	65.2%	61.8%	71.4%

2011-2013 SIP

READING	(by cohort group)			
	Fall to Spring 07-08	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11
	% Met Goal	% Met Goal	% Met Goal	%Met Goal
2011 (6th)	68.4%	80%	68.2%	61.9%
2012 (5th)	54.5%	62.2%	79.2%	56%
2013 (4th)	77.3%	68.1%	83.7%	56.3%
2014 (3 rd)	67.6%	71.4%	70.5%	64.4%
2015 (2 nd)	X	79.6%	70.2%	66%
2016 (1 st)	X	X	86.7%	69.4%
2017 (K)	X	X	X	63.2%

MATH	(by cohort group)			
	Fall to Spring 07-08	Fall to Spring 08-09	Fall to Spring 09-10	Fall to Spring 10-11
	% Met Goal	% Met Goal	% Met Goal	%Met Goal
2011 (6th)	69.8%	71.1%	75%	61.9%
2012 (5th)	56.8%	71.1%	70.8%	64%
2013 (4th)	59.1%	74.5%	69.4%	60.4%
2014 (3 rd)	48.6%	66.7%	63.6%	64.4%
2015 (2 nd)	X	63%	53.2%	70%
2016 (1 st)	X	X	54.8%	67.1%
2017 (K)	X	X	X	55.6%

VI. Action Plan 2011-2013: In order to meet the goals and objectives for the 2011-2013 school years, the action plan will address the district's goals: **Assessment, Curriculum, Professional Development, and Instruction.**

A. Reading:

- a. Increase the percentage of students in the "Meets" and "Exceeds" categories of the ISAT test; specifically increase the percentage of students that exceed by 2%.
- b. When analyzing MAP scores, students in kindergarten through sixth grade will show growth from the fall to the spring. 70% of students will reach their fall to spring target growth goal.

B. Math:

- a. Increase the percentage of students in the "Meets" and "Exceeds" category of the ISAT test; specifically increase the percentage of students that exceed by 2%.
- b. When analyzing MAP scores, students in kindergarten through sixth grade will show growth from the fall to the spring. 70% of students who reach their fall to spring target growth goal.

We plan to make the following efforts to improve our achievement in Reading and Math:

District Level:

1. Utilize Measures of Academic Progress (MAP) tests information to guide instruction to meet individual needs. (A, PD, I)
 - a. Increase effective use of MAP data and DesCartes to meet students' needs. (A,I, PD)
 - b. Increase small group instruction based on MAP indicators. (A, I)
2. Continue the curriculum mapping process to increase staff collaboration to improve instructional programs
 - a. Utilize and enhance reading curriculum mapping for reading for targeted instructional planning now and curriculum renewal purposes in the future.

- b. Utilize and enhance the curriculum mapping for math for targeted instructional planning now and curriculum renewal purposes in the future.
3. Continue the implementation of Response to Intervention (RTI). (A, PD, I)
 - a. Collaborate at the district level within each grade level to continue the research and identification of benchmark assessments to monitor growth for students receiving assistance with Response to Intervention (RtI). (A, PD)
 - b. Continue to utilize data for RtI reporting and intervening by the classroom teacher to meet the needs of students at Tier I and by the RtI aide for Tiers 2 & 3. (A, C, I)
 - c. Continue to refine data monitoring protocols and provide training for teachers as needed. (A, PD)
 - d. Continue to utilize data-based instructional interventions for at-risk students. (I, PD)
 - e. Continue the collaboration process regarding student progress. (A, I)
 - g. Evaluate our building schedule to improve delivery of interventions using all available resources. (I)
 - h. Develop training when appropriate on Common Core Learning Standards and their implications to instruction and assessment. (I, A, PD)
 4. Expand the development of differentiating instruction for Tier I. (PD, I)
 - a. Student needs will be met in small groups settings utilizing MAP data and small group RtI interventions and/or enrichment and extension.
 - b. Student needs will be met using the varied materials intended for differentiated instruction
 - c. Technology such as but not limited to Study Island and Smart notebooks will serve as a means of targeting practice and reinforcement to address the varying learning needs of students.

Building Level:

Reading:

- Use benchmark assessments to monitor growth for students receiving assistance with Response to Intervention. (A, PD)
- Utilize research and data-based instructional interventions for struggling readers. (I, PD)
- Create a teacher resource of tier 1 interventions, including data collection templates, and specifics on the RtI process.

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- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions. (I, PD)
- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth. Provide training and assistance on goal setting. (I, A)
- Provide resources and professional development on differentiation to improve instruction. (I)
- Focus on incorporating more nonfiction selections into the curriculum (k-6). (I)
- Provide more professional development training on 4 square & 6 traits writing method. (I; PD)
- Incorporate technology (such as iPads, laptops, smartboard exchange, etc.) to provide engaged learning opportunities. (I)
- Utilize consistent data collection through reading series weekly tests on comprehension and vocabulary. This provides data for RtI progress monitoring as compared to their peers. (A)

Math:

- Incorporate math acceleration and enrichment activities into instruction. (PD, I)
- Continue with the development of extended response question instruction using “what and why” format. (PD, I)
- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth. (I, A)
- Have consistent delivery for learning math facts (1st-5th grades). (I)
- Utilize Everyday Count Calendar Math for grades kindergarten through 2nd grade. (I)
- Provide training for the new math series (assessment; differentiation; extended response). (I; A; PD)
- Start learning about and becoming familiar with the math core curriculum and how to incorporate into our curriculum. (PD; C)
- Incorporate technology (such as iPads, laptops, smartboard exchange, etc.) to provide engaged learning opportunities. (I)
- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth. Provide training and assistance on goal setting. (I, A)

VII. Learning Standard Implementation

The Illinois Learning Standards are represented in our district’s instruction and classrooms and are clearly identified in each District Curriculum Guide. Our competitive scores on State assessments indicate that the Illinois Learning Standards are effectively implemented in our curriculum and instruction. Since the Illinois Learning Standards were adopted in 1997, all district K-12 objectives have been aligned to them. The district’s procedure for curriculum renewal facilitated a comfortable process to align objectives for each curricular area. Consensus building and teacher involvement have always been integral to this process of curricular review. Each curricular area is scheduled for review each 5 – 7 years, but there are provisions to address necessary adjustments yearly. Each summer our District Curriculum Guides are collected from each teacher and administrator and revised to reflect any changes, while maintaining alignment to Illinois Learning Standards.

VIII. Family and Community Involvement

Our school community is more than the students and staff who attend. Parents are integral to the success of a child educationally, socially, emotionally, and physically. Parents are very involved at Lincoln. We have over 96% parent attendance at “Meet the Teacher,” parent-teacher conferences, and “Open House.” Our PTO is very supportive of our school and its programs. The PTO runs a book fair, school carnival, artistic adventures, walk-a-thon, after school adventures, newsletter, purchases many different items for teachers to use in the classrooms, and helps us with goals that support Lincoln School. They also have made a large investment in the technology of our school with new playground equipment, a new piano, LCDs for the classrooms, and amplification systems for the classrooms.

Various businesses throughout Morton and the surrounding area have also supported efforts at Lincoln School. Many businesses have supported our theme basket raffle by donating items or money. Morton is a community that values education and it is proven by the support that it provides to the local schools.

2011-2013 SIP

Budget

Activities that address the SIP goals and objectives are ongoing and integral to meeting the needs of our students. While budgetary concerns increase each year, it is anticipated that the next few years will be the most challenging for all aspects of district finances. Our PTO funds and grants will support our school endeavors. Most aspects of the SIP are not dependent upon special financing; however with diminishing budget, we will strive to keep this from impacting our ability to reach student needs. We are very appreciative of many sources of family assistance from the community during the holidays which allow us to discreetly provide help to needy families within our school community.

Parent component/rep

Our SIP represents our community and the needs of our students. Parents and families are partners in the educational process and routine communication with home takes place. Participants in PTO and in the Student Input Team have an important role to play on behalf of the school and indications from these groups are considered by school staff in development of the SIP. Our staff collaborates about school improvement activities throughout the year. Surveys from all stakeholders are valuable in SIP planning and are usually completed every other year.

Reporting to Public

The School Improvement Plan is submitted to the district office for Board of Education approval in May of alternate years and distributed to building teachers. An SIP progress report is provided each year. The principal writes a brief summary of the goals for a school newsletter and presents general SIP information to the PTO. The Superintendent is apprised of achievement issues as necessary. In October, the annual school report card, which presents demographical information, ISAT scores, school progress, and general goals, is posted on the district website and hardcopies are available upon request.

IX. Review, Monitoring, and Revision

Each year individual building principals are paired up with a board member to review school improvement plans upon their completion. After this review is completed, the building principals then make a SIP presentation to the Morton CUSD 709 Board of Education at an official board meeting. After the presentations the School Board takes official action supporting the building School Improvement Plans.

During the school year, individual school buildings collect data in the form of local and state assessments. The ISAT and MAP data are used to monitor student's progress. Every effort is made to keep cohort data on each class as they pass through the Morton school system. Instructional decisions and SIP revisions are based in a large part by the information gathered from these data sources. Teacher input is also a resource used to determine aspects of school improvement plans.

Several times throughout the school year, SIP teams in individual buildings monitor the progress of the action plans of each. They discuss what has been accomplished and what still needs to be completed. SIP in-service days are also set aside for professional development opportunities related to SIP action plans. Some of these days are used for revision of current SIP's and planning for future SIP's.