

**Lincoln Elementary
School Improvement Plan
2007 – 2009**

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 now based on three factors, beginning in 2003:

- 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 376 students. Our instructional programs include: regular education, special education including the primary instructional program, speech and language, reading support, music education, band (Grade 6), orchestra (Grade 6), chorus (Grades 5-6), physical education, library, computer lab, and gifted education (Grades 4-6). The current faculty includes: 16 regular education classrooms, 5 special education classrooms, 4 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 current enrollment configuration by grade level is as follows:

ECE	28
Grade K	43
Grade 1	46
Grade 2	45
Grade 3	54
Grade 4	64
Grade 5	46
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 approximately 2,672 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 1.7 percent Hispanic students, 95.0 percent White, 0.8 percent African-American, 2.1 percent Asian/Pacific Islander, and 0.1 percent Native American students.

2004-05 Instructional Expenditure per Pupil was \$5,345

C. Lincoln Students

At the present time, the student enrollment at Lincoln Elementary is made up of 1.7 percent Hispanic, 94.5 percent White, 1.4 percent African-American, and 2.5 percent Asian/Pacific Islander, 0.0 percent Native American, and 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.

4.1 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 Reading Recovery, which is funded by the Reading Improvement Block Grant. Through the Reading Recovery program students in first grade receive specialized reading instruction from the Reading Recovery Teacher. Additional support is provided for kindergarten, second and third grade students through small group instruction with our reading teachers.

Lincoln School also provides students with a talented and gifted program. Students who qualify in 4th – 6th grades receive small group instruction from our District Challenge coordinator on a weekly basis.

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 96.3 percent. The mobility rate is currently at about 4.8 percent.

E. Our School Staff

The staff at Lincoln School includes: 15 regular education teachers, 5 special education teachers, 2 physical education teachers, 1 music teacher, 1 librarian, 1 ½ reading specialists, 2 speech & language pathologists, 1 challenge teacher, 17 instructional aides, 5 clerical aides, 3 food service, 1 nurse, 2 custodians, 4 special education support services (PT, OT, Psychologist, social worker), and 1 principal . On an average, our teachers have been here 13 years. We have 1 new teacher this year. 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		1						
1		2						
2								2
3	1				2			
4	1							2
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 15 years. Mrs. Taylor taught 5th grade for 5.5 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 three 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 more than 16,000. 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 6.8207 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:

- 3rd Grade – 87%
- 4th Grade – 95.7%
- 5th Grade – 89%
- 6th Grade – 96.3%

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%
- 6th Grade – 100%

IV. Reflection:

A. How have we progressed on our 2005-2007 School Improvement Plan?

Reading:

- We continue to support guided reading instruction. Currently the program is used in kindergarten, first, third, one class of fourth, and one class of fifth grade. Our goal is for all classrooms in the primary grades to be using guided reading instruction. There is financial support through the school budget to add resources to the guided reading library each year.
- The teachers shared ideas on how they use the SRA laboratory kits in their teaching, and have found the kits are not utilized by all teachers, so further investment in new kits is not warranted.
- The teachers shared their expectations for the Accelerated Reading Program. This opened up discussion for a more uniform and progressive set of expectations between grade levels. The teachers are looking forward to the training for the web-based AR program that is assessable to staff and parents.
- For the past two years we have incorporated different resources to help assist our students in preparing for extended response questions on the ISAT. Our scores from last year still indicate that this is an area of needed growth.
- Our plan focused on a more uniform approach to teaching writing. Our school was inserviced and given resources to incorporate the four square writing method. This is an organizational tool that provides students with a guide for better writing. This program is used with students from first grade to fifth grade.
- Our family reading nights came from our school improvement plan, and they have been positive family events that promote the love of reading.
- We have talked about but have not implemented a buddy program or a summer reading program. For the buddy program is wasn't easy finding a class match for everyone that allowed for a big enough gap in age level. An incentive program needs to be organized to help encourage more reading over the summer.
- This year we started a tutoring program for students in 4th-6th grade that had difficulties with reading. The program was successful in assisting approximately fifteen students, and we are looking to change and expand the program for the following years.

Math:

- First thru fourth grades use rocket Math as a motivational program that helps students learn their facts quickly by memory. Teachers were given resources and inserviced on the program.
- Daily oral math is also a positive program for students to review math skills on a daily basis which is utilized in grades one thru six.
- Websites are always needed to help review concepts, especially with math. The TIGs have assisted with additional sources and there is a continued need for additional sites and resources.
- An organized list was created of math manipulatives available and used by staff. This allowed for teachers to share their materials and know what is available.
- There is a need for having a uniform model for teaching students the extended response in math. It has been suggested but not decided on a model such as the PAW method used in East Peoria. We will continue to discuss options and ideas to help provide a more consistent approach.
- This year we started a reading tutoring program and will look to include math in a few years.

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V. Data Collection & Analysis:

A. ISAT Data by Class -

CLASS 2012	3rd A.W.	5th A.W.	6th A.W.	3rd B.S.	5th B.S.	6th B.S.	3rd Meet	5th Meet	6th Meet	3rd E	5th E	6th E
Reading (03; 05; 06)	0%	0.00%	0.00%	6.30%	7.70%	3.70%	45.80%	51.90%	31.50%	47.90%	40.40%	64.80%
Math (03; 05; 06)	0%	0.00%	0%	4.00%	5%	0%	50.00%	73.10%	59.30%	45.80%	21.20%	40.70%
Writing (2003)	2.10%			19.00%			75.00%			4.20%		
	4th A.W.	4th B.S.	4th Meet	4th E								
Science (2004)	0%	14%	62%	24%								
Social Science (2004)	0%	16%	68%	16%								

CLASS 2013	3rd A.W.	5th A.W.	3rd B.S.	5th B.S.	3rd Meet	5th Meet	3rd E	5th E
Reading (2004/2006)	2.30%	0%	13.60%	8%	43.20%	52%	40.90%	40%
Math (2004/2006)	0%	0%	0%	0%	51.20%	74%	48.80%	26%
Writing (2004)	0%		13.60%		68.20%		18.20%	
	4th A.W.	4th B.S.	4th Meet	4th E				
Science (2005)	0%	9.30%	58.10%	32.60%				

CLASS OF 2014	3rd A.W.	4th A.W.	3rd B.S.	4th B.S.	3rd Meet	4th Meet	3rd E	4th E
Reading (2005/2006)	2.30%	0%	9.10%	4.30%	61.40%	50%	27.30%	45.70%
Math (2005/2006)	0%	0%	4.50%	2.10%	47.70%	53.20%	47.70%	44.70%

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	4th A.W.	4th B.S.	4th Meet	4th E
Science (2006)	0%	8.50%	68%	23.40%

CLASS OF 2015	3rd A.W.	3rd B.S.	3rd Meet	3rd E
Reading (2006)	0%	12.50%	56%	31%
Math (2006)	0%	0%	47%	53%

B. Demographic Data: Please see the attached copy of the 2006 Lincoln School Report Card.

C. ISAT DATA for 2006: For the purpose of comparison, we have combined the “Meets” and “Exceeds” categories

2006 ISAT Reading Results:

- Our 3rd grade students scored 3% lower than the district average of 90%.
- 13% of our 3rd grade students received a below standards rating as compared to 10% for the district.
- 56% of our 3rd grade students received a meets rating as compared to 61% for the district.
- The majority of the students (86%) received a 1 or 2 rating on their extended response question (4 is the highest score you can receive). No one received a 4 or 0 rating.
- Our 4th grade students scored 8% higher than the district average of 88%.
- Student scores on the extended response were spread out between threes (24%), twos (46%) and ones (30%). No one received a four or zero rating.
- Our 5th grade students scored 2% higher than the district average of 90%.
- For the multiple choice results the students scored below the district average in “reading strategies.”
- For extended response questions the majority of students received a 3 or 2 rating (4 is the highest score you can receive). Only 6% received a 4 rating and no one received a zero rating.

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- Our 6th grade students scored 5% higher than the district average of 91%.
- The majority of students (65%) exceeded in reading.
- For extended response questions the majority of students received a 3 and 2 rating (4 is the highest score you can receive). Only 7% received a 4 rating and no one received a zero rating.

2006 ISAT Mathematics Results:

- Our 3rd grade students scored 4% higher than the district average of 96%.
- 100% of our 3rd grade students met or exceeded (47%- M; 53%-E) standards.
- The majority of the 3rd grade students received a 2 rating on the short response questions (2 is the highest rating).
- Students are rated on mathematical knowledge, strategic knowledge and explanation for the extended response question. The 3rd grade students scored the best on strategic knowledge and the lowest on explanation.

- Our 4th grade students scored 3% higher than the district average of 95%.
- On the multiple choice questions students scored lower than the district average in “geometry” and “data analysis, statistics & probability.”
- The majority of students received a 2 or 0 rating on the short response question (2 is the highest rating).
- Students were strongest in mathematical knowledge on the extended response question. The lowest scores were for explanation.

- Our 5th grade students scored 4% higher than the district average of 96%.
- 100% of our 5th graders met or exceeded (74%-M; 26%-E) standards.
- 74% of students met with 26% exceeding standards.
- Half of the students received a two rating for the short response question. For one question 38% received a zero rating.
- For extended response students did very well with mathematical and strategic knowledge. The lowest area was explanation.

- Our 6th grade students scored 3% higher than the district average of 97%.
- 100% of our 6th graders met or exceeded (59%-M; 41%-E) standards.
- The students did very well with the extended response question.
- The students did very well with the short response question with two-thirds receiving a 2 rating (2 is the highest rating).

2006 ISAT Science Results:

- Our 4th grade students scored 3% lower than the district average of 94%.
- For the multiple choice questions students scored lower than the district average on “scientific inquiry & technological design” and “earth & space sciences.”
- 9% of the 4th grade students received a below standard rating as compared to 7% of the district.

D. Lincoln Elementary Reading Extended Response Scores 2002 – 2006

3rd Grade:	Passage 1 Score	2002	2003	2004	2005	2006
	4	19%	10%	9%	0%	0%
	3	19%	15%	20%	18%	14%
	2	36%	60%	55%	82%	63%
	1	26%	15%	16%	0%	23%
	0	0%	0%	0%	0%	0%
3rd Grade:	Passage 2 Score					
	4	10%	2%	5%	0%	
	3	17%	17%	18%	9%	
	2	40%	54%	45%	89%	
	1	33%	25%	32%	2%	
	0	0%	2%	0%	0%	

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4th Grade:	2006
Score	
4	0%
3	24%
2	46%
1	30%
0	0%

5th Grade:	Passage 1	2002	2003	2004	2005	2006
	Score					
	4	0%	6%	2%	X	6%
	3	32%	46%	14%		56%
	2	59%	35%	58%		34%
	1	10%	13%	26%		4%
	0	0%	0%	0%		0%

5th Grade:	Passage 2				
	Score				
	4	0%	2%	0%	2%
	3	5%	30%	5%	23%
	2	68%	44%	63%	62%
	1	27%	22%	30%	13%
	0	0%	2%	2%	0%

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6th Grade:		2006
	Score	
	4	7%
	3	48%
	2	43%
	1	2%
	0	0%

E. Lincoln Elementary Math Extended Response Scores 2002 – 2006

		3rd Grade Task 1				
Mathematical Knowledge:	Score	2002	2003	2004	2005	2006
	4	62%	56%	60%	89%	45%
	3	10%	15%	12%	2%	16%
	2	24%	13%	21%	5%	23%
	1	5%	17%	7%	5%	16%
	0	0%	0%	0%	0%	0%

Strategic Knowledge:	Score	2002	2003	2004	2005	2006
	4	74%	56%	65%	89%	52%
	3	12%	17%	19%	9%	17%
	2	7%	13%	12%	0%	17%
	1	7%	15%	5%	2%	14%
	0	0%	0%	0%	0%	0%

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Explanation:	Score	2002	2003	2004	2005	2006
	4	55%	27%	23%	23%	9%
	3	10%	15%	49%	20%	17%
	2	33%	44%	26%	52%	61%
	1	2%	13%	2%	5%	11%
	0	0%	2%	0%	0%	2%

**3rd Grade
Task 2**

Mathematical Knowledge:	Score	2002	2003	2004	2005	2006
	4	98%	17%	30%	57%	X
	3	2%	25%	30%	5%	
	2	0%	46%	40%	11%	
	1	0%	13%	0%	25%	
	0	0%	0%	0%	2%	

Strategic Knowledge:	Score	2002	2003	2004	2005	2006
	4	100%	54%	70%	61%	X
	3	0%	10%	9%	14%	
	2	0%	25%	21%	18%	
	1	0%	8%	0%	5%	
	0	0%	2%	0%	2%	

Explanation:	Score	2002	2003	2004	2005	2006
	4	40%	6%	40%	14%	X
	3	17%	10%	26%	0%	
	2	33%	60%	30%	68%	
	1	10%	21%	5%	7%	
	0	0%	2%	0%	2%	

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4th Grade

Mathematical Knowledge:	Score	2006
	4	49%
	3	28%
	2	11%
	1	13%
	0	0%

Strategic Knowledge:	Score	2006
	4	60%
	3	13%
	2	11%
	1	13%
	0	4%

Explanation:	Score	2006
	4	13%
	3	17%
	2	66%
	1	4%
	0	0%

5th Grade

Task 1

Mathematical Knowledge:	Score	2002	2003	2004	2005	2006
	4	73%	85%	84%	75%	74%
	3	10%	11%	2%	8%	10%
	2	7%	2%	7%	12%	12%
	1	10%	2%	7%	6%	4%
	0	0%	0%	0%	0%	0%

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Strategic Knowledge:	Score	2002	2003	2004	2005	2006
	4	83%	94%	80%	73%	78%
	3	0%	4%	0%	8%	10%
	2	10%	0%	16%	15%	8%
	1	7%	2%	5%	4%	4%
	0	0%	0%	0%	0%	0%

Explanation:	Score	2002	2003	2004	2005	2006
	4	34%	65%	70%	38%	28%
	3	32%	20%	9%	17%	38%
	2	34%	13%	16%	44%	30%
	1	0%	2%	5%	0%	4%
	0	0%	0%	0%	0%	0%

**5th Grade
Task 2**

Mathematical Knowledge:	Score	2002	2003	2004	2005	2006
	4	10%	78%	80%	71%	X
	3	37%	20%	5%	19%	
	2	49%	0%	5%	6%	
	1	5%	2%	9%	4%	
	0	0%	0%	2%	0%	

Strategic Knowledge:	Score	2002	2003	2004	2005	2006
	4	12%	96%	73%	94%	X
	3	44%	2%	5%	0%	
	2	44%	0%	11%	2%	
	1	40%	2%	9%	4%	
	0	0%	0%	2%	0%	

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Explanation:	Score	2002	2003	2004	2005	2006
	4	22%	22%	57%	42%	X
	3	44%	24%	11%	27%	
	2	34%	54%	20%	29%	
	1	0%	0%	5%	2%	
	0	0%	0%	7%	0%	

6th Grade

Mathematical Knowledge:	Score	2006
	4	63%
	3	20%
	2	15%
	1	2%
	0	0%

Strategic Knowledge:	Score	2006
	4	87%
	3	2%
	2	11%
	1	0%
	0	0%

Explanation:	Score	2006
	4	63%
	3	22%
	2	15%
	1	0%
	0	0%

VI. Action Plan 2007 – 2009: In order to meet the goals and objectives for the 2007-2009 school years, the action plan will address the district’s goals: [Assessment, Curriculum, Professional Development, and Instruction](#).

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

2006 Scores:

- 3rd Grade – 87%
- 4th Grade – 95.7%
- 5th Grade – 89%
- 6th Grade – 96.3%

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%
- 6th Grade - 100%

These goals will take up most of our efforts for the 2007 – 2009 School Improvement Plan. As a staff we plan to make the following efforts to improve our achievement in Reading and Math:

Building Level/District Level:

1. Implement Measures of Academic Progress (MAP) at all grade levels K-6. ([Assessment, Professional Development, Instruction](#))
2. Develop school-wide plan for Response to Intervention (RTI). ([Assessment, Professional Development, Instruction](#))
3. Continue the implementation of the Standards-Aligned-Classroom (SAC) K-6. ([Assessment, Curriculum, Professional Development, and Instruction](#))

Reading:

K-1, Reading Teacher, and Resource:

- Research current practices for phonics instruction and investigate if a consistent form of instructional delivery is needed. (I, PD)
- Research and develop building level assessments (such as MAP; Dibels; CBMs) for struggling readers to monitor growth. (A, PD)
- Investigate and determine consistent research and data-based instructional interventions for struggling readers. (I, PD)
- Incorporate essential elements of Standards-Aligned Classroom (SAC): teaching with targets, assessment for learning, and students' involvement in the learning process. (A, C, PD, I)
- Introduce the implementation of the Shurley Method for English (I, C)
- Continue to use the 4 square method as a writing organizational tool and continue to provide professional development. (C, I, PD)
- Investigate the current methods used to teach spelling at the different grade levels. Research possible methods for a more consistent form of instructional delivery. (A, C, I)

2-3, Reading Teacher and Resource:

- Research current practices for phonics instruction and investigate if a consistent form of instructional delivery is needed. (I, PD)
- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions. (I, PD)
- Research and develop building level assessments (such as MAP; Dibels; CBMs) for struggling readers to monitor growth. (A, PD)
- Investigate and determine consistent research and data-based instructional interventions for struggling readers (I, PD)
- Incorporate essential elements of Standards-Aligned Classroom (SAC): teaching with targets, assessment for learning, and students' involvement in the learning process. (A, C, PD, I)
- Continue with the implementation of the Shurley Method for English (I, C)
- Continue to use the 4 square method as a writing organizational tool and continue to provide professional development. (C, I, PD)

- Continue to offer an after school tutoring program and expand the program to include students in grades 3-6 from mid October to mid March. (I, A)
- Investigate the current methods used to teach spelling at the different grade levels. Research possible methods for a more consistent form of instructional delivery. (A, C, I)

4-6, Reading Teacher and Resource:

- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions. (I, PD)
- Research and develop building level assessments (such as MAP; Dibels; CBMs) for struggling readers to monitor growth. (A, PD)
- Investigate and determine consistent research and data-based instructional interventions for struggling readers (I, PD)
- Incorporate essential elements of Standards-Aligned Classroom (SAC): teaching with targets, assessment for learning, and students' involvement in the learning process. (A, C, PD, I)
- Continue with the implementation of the Shurley Method for English (grades 4 & 5) (I, C)
- Investigate the current methods used to teach spelling at the different grade levels. Research possible methods for a more consistent form of instructional delivery. (A, C, I)
- Continue to use the 4 square method as a writing organizational tool and continue to provide professional development. (C, I, PD)
- Implement the 6 Traits writing program for grades 4-6 and provide professional development for teachers. (C, I, PD)
- Continue to offer an after school tutoring program and expand the program to include students in grades 3-6 from mid October to mid March. (I, A)

Math:

K-2, Resource:

- Continue with the development of extended response question instruction using “what and why” sheets (PD, I)
- Developing or finding extended response questions for each math unit at each grade level to use as practice. (C, I)
- Continue the use of Rocket Math for students in 1st & 2nd grades. (I, C, A)
- Continue the use of Daily Oral Math with each teacher using their own collection of math problems. (I, C, A)

- Implement Everyday Counts Calendar Math in the primary classes. (I, C, A)
- Incorporate essential elements of Standards-Aligned Classroom (SAC): teaching with targets, assessment for learning, and students' involvement in the learning process. (A, C, PD, I)

3-6:

- Continue with the development of extended response question instruction using “what and why” sheets (PD, I)
- Developing or finding extended response questions for each math unit at each grade level to use as practice. (C, I)
- Continue the use of Rocket Math for students in 3rd & 4th grades. (I, C, A)
- Continue the use of Daily Oral Math with each teacher using their own collection of math problems. (I, C, A)
- Implement Everyday Counts Calendar Math in the primary classes – 3rd grade. (I, C, A)
- Incorporate essential elements of Standards-Aligned Classroom (SAC): teaching with targets, assessment for learning, and students' involvement in the learning process. (A, C, PD, I)

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

Parents are very involved at Lincoln. We have over 95% 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 and school carnival,

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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.

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, ITBS, and CRT data is 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.