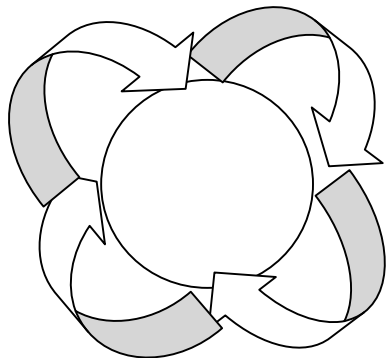


SCHOOL IMPROVEMENT PLAN

2005-2007

Lincoln School



Mount Prospect School District 57

Mount Prospect School District 57

School Improvement Plan

School: Lincoln

Date: 10/5/2005

1. School Demographic Information

1.1 Basic Information	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Attendance rate (%)	96.1	94.7	95.6	96.0
Mobility rate (%)	13.4	8.1	4.0	2.7
School-wide population (#)	632	649	663	745
• Economically disadvantaged (%)	1.7	3.1	4.2	5.0
• Limited English Proficient (LEP) (%)	2.2	1.1	0.6	1.1
• Students with disabilities (%)				
Ethnicity				
• White, non-Hispanic (%)	89.4	89.7	88.5	86.0
• Black, non-Hispanic (%)	1.4	1.4	0.9	1.1
• Hispanic (%)	4.1	4.8	5.1	6.0
• Native American (%)	0.5	0.2	0.2	0.0
• Asian/Pacific Islander (%)	4.6	4.0	5.3	6.8
• Multi-racial/ethnic (%)				
Average class size				
• Sixth grade	29.1	27.5	25.0	24.9
• Seventh grade				
• Eighth grade	27.4	27.0	26.0	26.1

1.2 Educator Data

District 57 Information	2001-2002	2002-2003	2003-2004	2004-2005
Total Full Time Employees	116	121	124	117
Average Teacher Experience	11.2 Years	11.1 Years	10.7 Years	11.3 Years
Bachelor's Degree (%)	58.9	62.2	50.1	51.4
Master's Degree or higher (%)	41.1	37.8	49.9	48.6

1.3 School Characteristics: Attributes and Challenges of the School that Affect Student Learning

- Demographic Trends: Lincoln's school community is relatively stable which affords us the opportunity to track instruction and program effectiveness over time.

- Physical Plant: Lincoln is the oldest instructional facility in the district and has undergone numerous add-ons and renovations. This past summer, work was completed in our Learning Resource Center to refresh that space and improve functionality.

- Staff size: The Lincoln staff has been given additional Special Education personnel to support our students of need. Additionally, in 2005, the Mount Prospect Board of Education approved a staffing plan that more closely follows a middle school model and created grade specific teams. Through restructuring and multiple endorsements, our faculty meets the needs of the students without increases in staffing size. All faculty are considered "highly qualified" for the subject they teach.

- Staffing trends: We will continue to reinforce the middle school concept through our staffing plans. Our goal is to create teams that are small enough to meet the needs of students and build relationships while ensuring the highest quality of instruction and faculty placement.

- Class size: These vary based on subject matter, grade level, endorsement and certification of faculty, and placement needs of students.

1.4 Community Characteristics: Attributes and Challenges of the Community that Affect Student Learning

- Census data: 2004-05 Population 56,268
- Socioeconomic status: 2004-05 Average income \$57,165, Median income \$67,262
- Immigration patterns: 86% White, 1.8% Black, 5.2% Hispanic, 6.2% Asian
- Business trends: The Village of Mount Prospect is pursuing an extension of the TIF for the down town area to continue their efforts for redevelopment and improvements.
- Tax base: remains stable
- Support organizations: Lincoln's Parent Teacher Association is an important partner in the education of our students. In addition to the social events they coordinate, they fund educational presentations and cultural awareness assemblies that enrich our students' experiences. The District 57 Education Foundation provides ongoing financial support to Lincoln and enhances programs and teacher projects.

2.0 Data Collection and Information

2.1 STATE ASSESSMENT DATA: ISAT

Please also refer to the Illinois Interactive Report Card attachments for visual representations of this data.

Reading – Percentage of Students Who Meet and Exceed State Learning Standards

Groups	2001-2002		2002-2003		2003-2004		2004-2005	
		Gr 8		Gr 8		Gr 8		Gr 8
Total population		84%		77%		86%		89%
Economically disadvantaged		x		x		x		x
Limited English Proficient		x		x		x		x
Students with disabilities		26%		31%		47%		68%

Math – Percentage of Students Who Meet and Exceed State Learning Standards

Groups	2001-2002		2002-2003		2003-2004		2004-2005	
		Gr 8		Gr 8		Gr 8		Gr 8
Total population		77%		78%		75%		78%
Economically disadvantaged		x		x		x		x
Limited English Proficient		x		x		x		x
Students with Disabilities		32%		19%		13%		50%

Science – Percentage of Students Who Meet and Exceed State Learning Standards

Groups	2001-2002		2002-2003		2003-2004		2004-2005	
	Gr 7		Gr 7		Gr 7		Gr 7	
Total population	92%		88%		93%		95%	
Economically disadvantaged	x		x		x		x	
Limited English Proficient	x		x		x		x	
Students with disabilities	45%		58%		68%		77%	

Social Studies – Percentage of Students Who Meet or Exceed State Learning Standards

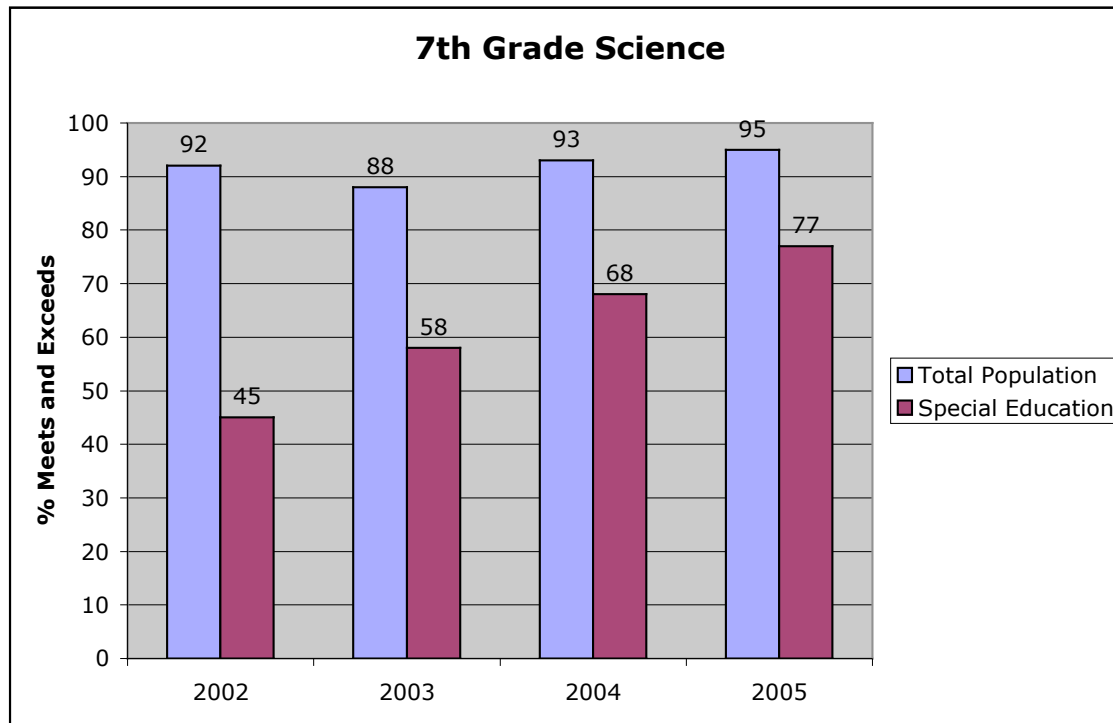
Groups	2001-2002		2002-2003		2003-2004		2004-2005	
	Gr 7		Gr 7		Gr 7		Gr 7	
Total population	82%		82%		82%		N/A	
Economically disadvantaged	x		x		x		x	
Limited English Proficient	x		x		x		x	
Students with disabilities	25%		53%		44%		N/A	

2.2 ISAT Grade Level Analysis

Worksheet Analysis of Current Scores by Grade Level Teams

Grade 7 Science:

Strengths and Weaknesses: Our students have consistently scored well on the science section of the ISAT assessment. With continued review of concepts and appropriate measures of preparation, we believe our students are well prepared for this section of the assessment. Special Education students who have not met standards in this area receive support through their Individual Education Plan.

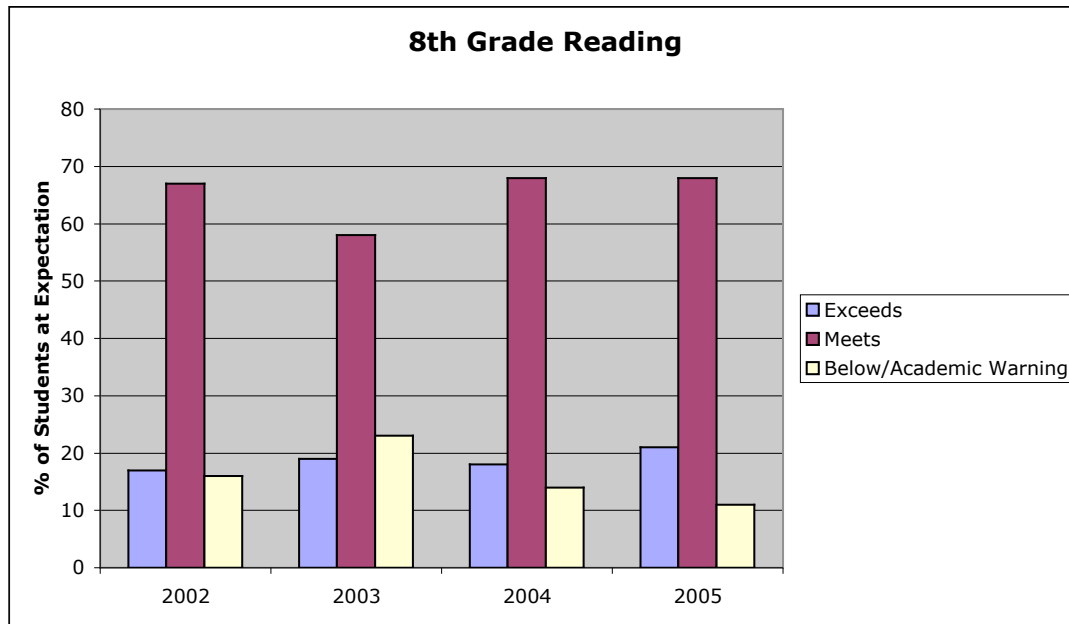


Possible changes to instruction to address concerns: None at this time.

Grade 8 Reading:

Strengths and Weaknesses:

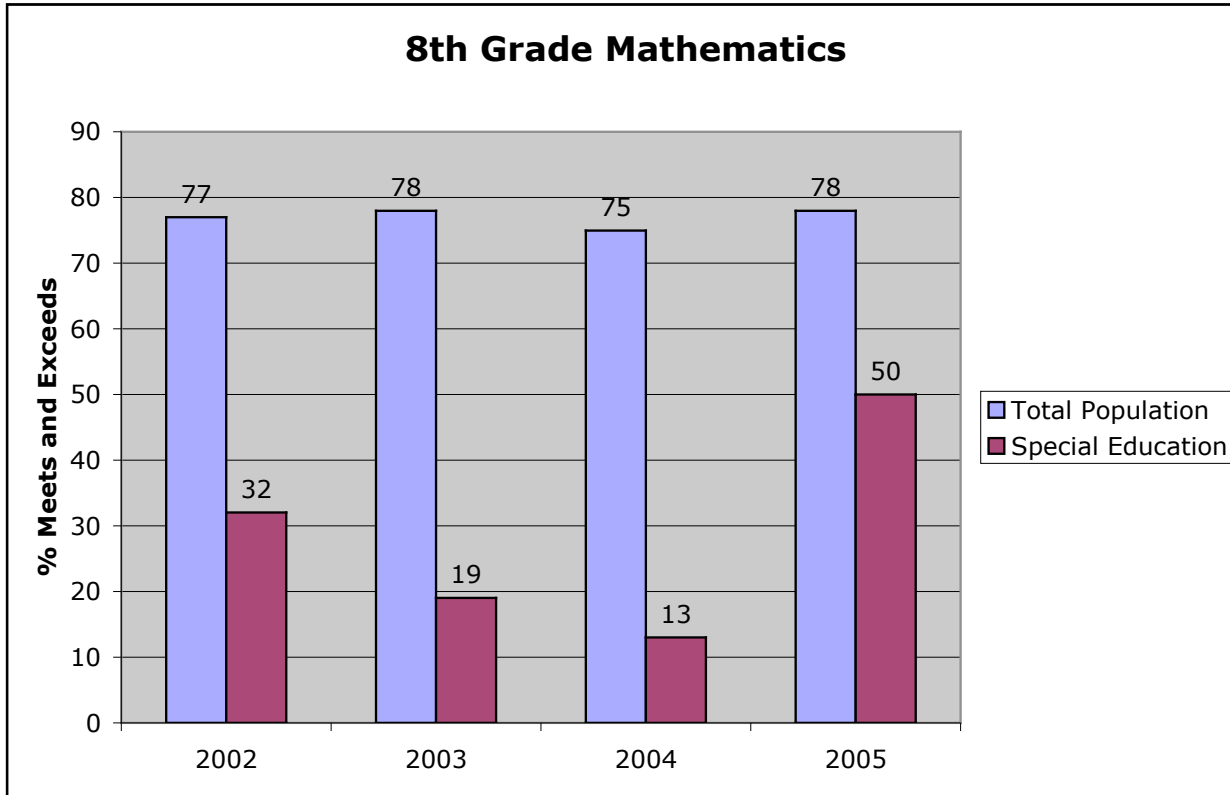
Lincoln students have performed well on the ISAT Reading test over the past four years: 84%, 77%, 86%, and 89% Meets and exceeds combined. When extrapolating the data, however, our SIP team recognized a smaller percentage of our students achieving in the Exceeds category. This goal is an example of our drive to move from Good to Great as an organization and to raise the level of expectations for our students. Their consistently high performance on this and other measures indicates the success of our instructional program. The next challenge is to help more students improve their performance.



Possible changes to instruction to address concerns: Additional attention to the Extended Response section of the test would enhance comprehension skills for our students. Also, integrating reading strategies across subject areas will help support the generalization of skills and enhance application.

Grade 8 Math:

Strengths and Weaknesses: Students' performance on the math portion of the ISATs mirrors the state tendency to be lower than the reading section. Overall performance continues to be addressed by the curriculum review process and introduction of instructional strategies. Of specific concern is the performance of our Special Education subgroup as it compares to their reading performance.



Possible changes to instruction to address concerns: Investigation into Special Education math curriculum and placement determination for inclusion in general education sections of math.

2.3 Local Assessment Data

Through a partnership with District 214, our 7th and 8th grade students take the EXPLORE test and provide an additional measure of performance. At the 8th grade level, these scores are used for placement decisions, but can also be helpful in identifying at-risk students. The 7th graders take the test as a practice, but receive scores that may be helpful in identifying needs and as a predictor for other tests.

Eighth grade scores are collected by District 214 and provide comparison data between the 12 public feeder schools. (Cooper Middle School, Friendship Junior High, Grove Junior High, Holmes Junior High (59), Holmes Middle School (21), London Middle School, MacArthur Middle School, River Trails Middle School, Sandburg Junior High, South Middle School, Thomas Middle School) Lincoln is consistently identified as one of the top performing schools in the area:

	Reading	English	Math	Science	Composite
2000-01	1 st	2 nd	3 rd	1 st	2 nd
2001-02	2 nd	3 rd	2 nd	3 rd	2 nd
2002-03	2 nd	2 nd	3 rd	1 st	2 nd
2003-04	3 rd	3 rd	4 th	3 rd	3 rd
2004-05	2 nd	2 nd	1 st	1 st	1 st
2005-06	4 th	2 nd	4 th	6 th	3 rd

2.4 Professional Development Data

Professional development strands have taken on three integrated, but distinct paths: Philosophy, Instruction, and Intervention. Philosophy: Our continued investigation of the Middle School philosophy has generated our new Mission Statement (see below). Included in this process has been a review of building structure and team functioning. Our Team Leader's committee meets to discuss on-going building concerns and improvements.

Instruction: Our faculty has participated in the District wide focus on Improving Literacy instruction, History Alive! training and curriculum adoption, use of data to improve instruction, and Assess2Learn testing protocol. Co-teaching and special education instruction have also been continued topics within our school and department.

Intervention: Lincoln school has been working to implement a problem-solving model to develop appropriate interventions to meet the varied needs of students. Team processes of identifying students in need of support and improving communication during team meetings is also an integral part of our service to students.

Lincoln Mission Statement:

The Lincoln School community believes that children deserve to learn in a safe, caring, and motivating environment. We believe it is our shared responsibility to provide an educational experience that challenges and empowers students to succeed as well-rounded, responsible, life-long learners.

2.5 Parent/Family Involvement Data

(Data on learning-related parent activities, surveys, etc.)

Annual parent surveys demonstrate a high degree of support and satisfaction with the programs and instruction at Lincoln. Parents' comments reflect that they are most concerned about the level of communication between school and home. A second area of concern is a concern that our students are not prepared for high school level expectations and work load.

2.6 Additional Types of Data

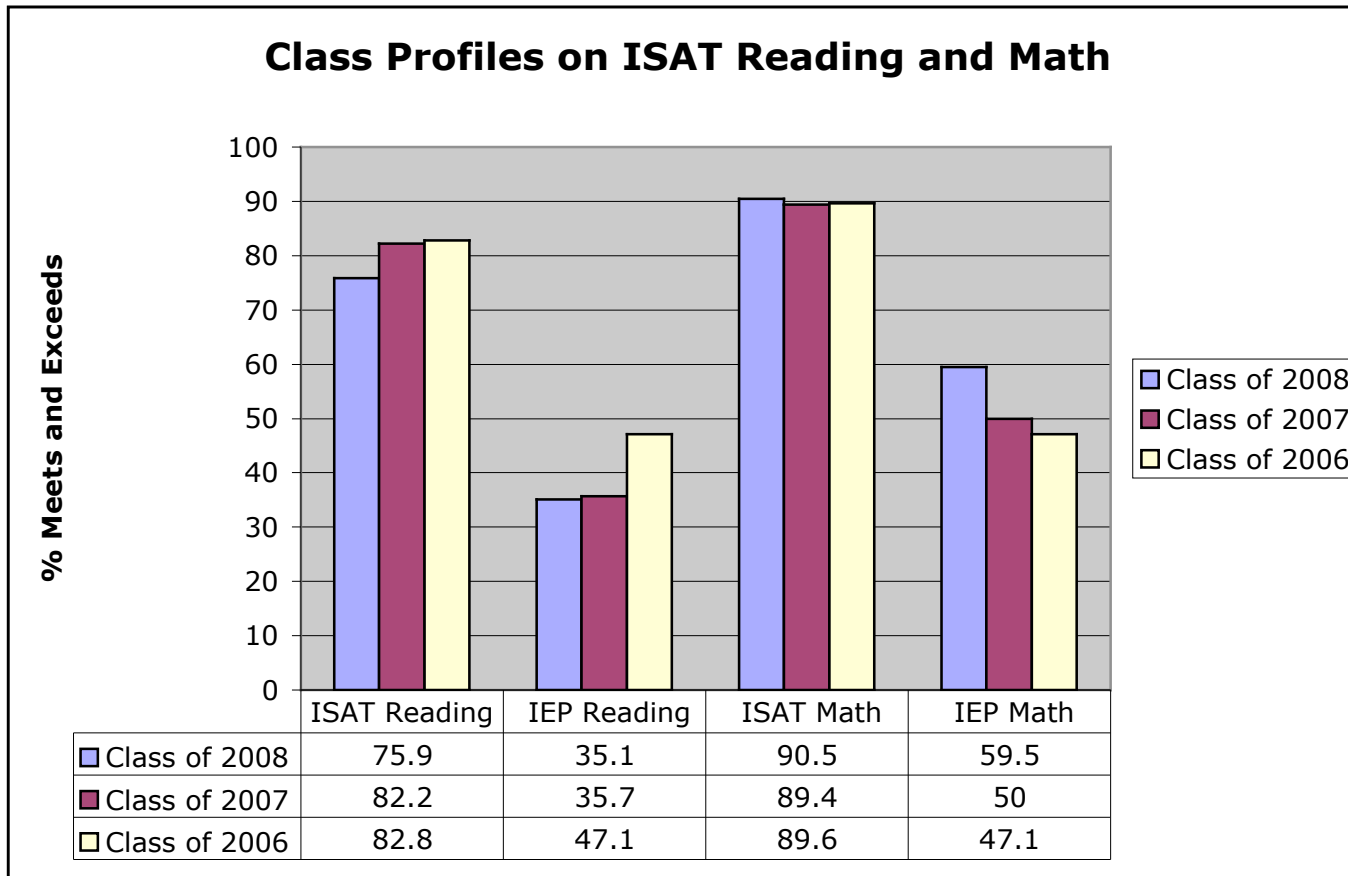
(Student surveys, teacher surveys, progress-monitoring information, etc.)

As we continue to refine our Middle School transition, students, faculty, and parents will be involved in surveys and data collection in the Spring of 2006 and 2007.

3.0 Analysis of Data

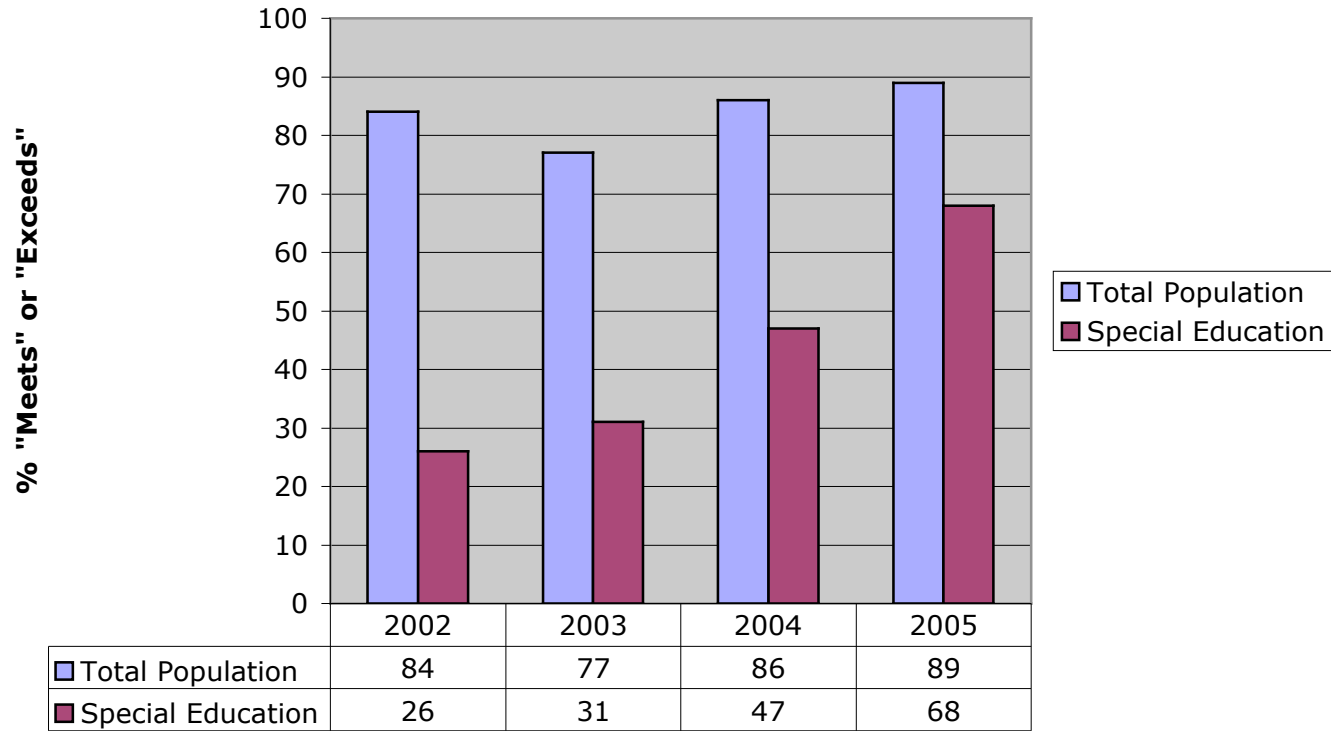
Disaggregated data:

Class profiles also provide important information to us as we transition into yearly ISAT testing. This will enable us to monitor growth and progress, or identify needs more quickly and in a more specific way. This graph represents the ISAT performance of students in each grade level on the Reading and Math subtests. It also provides the percentage of special education students who meet or exceed for each test.



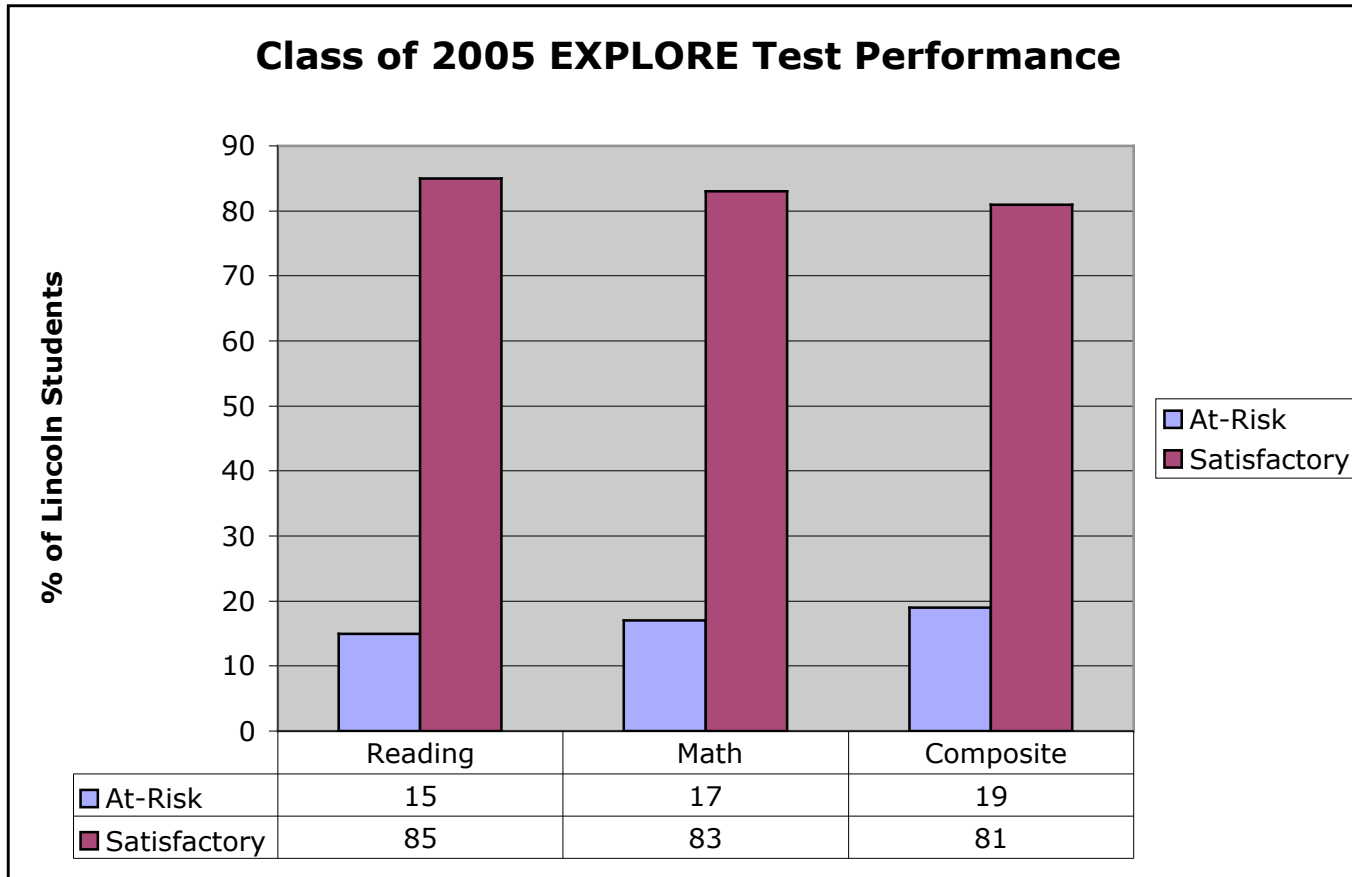
Please also refer to charts in section 2.2

ISAT Reading



Connections between data sources:

Lincoln Students take the EXPLORE test as a means of collecting placement data for Prospect High School Courses. Based on the current 8th grade class' performance, students are placed into a variety of sections in each subject. In broad terms, students are either "satisfactory" or "at-risk". As the chart below demonstrates, more than 80% of Lincoln graduates meet the satisfactory standard. These scores are comparable to our students' performance on the ISAT tests. In future years, we will be able to disaggregate scores to determine a more direct correlation between the ISAT and EXPLORE tests and use this data to better prepare our students for high school.



3.1 Identification of Primary Target Areas for Improvement

1. Improve performance of all students on the extended response portion of the ISAT.
2. Increase percentage of students in the “Exceeds” category for reading.
3. Increase percentage of special education students in the meets category for math.
4. Enhance communication efforts between home and school.
5. Enhance team process to more efficiently identify “at-risk” students.
6. Provide effective professional development in the areas of literacy, co-teaching, and effective team strategies.

3.2 Setting SIP Goals to Align with District Goals

1. Identify “at-risk” subgroup and design supports and interventions to improve ISAT performance.
2. Increase percentage of IEP subgroup students in the ISAT “Meets” category.
3. Increase percentage of students in the “Exceeds” category for ISAT Reading.

4.0 Identify Strategies and Interventions	
School Improvement Goal	Strategy to Improve Performance
Identify sub-group of students “at-risk” of not meeting standards to identify necessary supports and interventions.	Following the middle school philosophy, teams will use data and professional reflection to identify “at-risk” students and utilize a problem-solving model to develop interventions for specific students.
Increase the percentage of the IEP subgroup in the “Meets” category.	Special education curriculum for math has been selected to provide a more appropriate and consistent approach to instruction. Faculty professional development will focus on the implementation and improvement of co-teaching strategies to reinforce instruction in the general education setting.
Increase the percentage of students in the “Exceeds” category for Reading.	Faculty professional development will focus on “Extended Response” instruction in Social Studies, Science, and Language Arts.

5.0 Action Plan

STRATEGY		TARGET	
Using data to identify “at-risk” students and providing appropriate interventions	will allow students to demonstrate improved performance	in classroom and achievement assessments.	
ACTIVITY	Timeline	Roles and Responsibilities	Measures of Effectiveness
#1 Faculty will meet to identify students who meet criterion for “at-risk.”	October 2005 January 2006	Team Leaders and Teams	Teams will generate and maintain a list of “at-risk” students.
#2 Each team will identify two students to bring through the Problem-solving process to develop interventions.	January 2006 May 2007	Principal will lead process while teams identify students and participate. Parents and students are also involved in the problem-solving process.	Students identified as “at-risk” will be monitored for performance on their ISAT, Assess2Learn, and EXPLORE tests. Students should show improvement in the math sub-test.
#3 Math department will identify areas of need in students and provide reinforcement and additional instruction.	October 2005 May 2007	Assistant principal will lead math department in developing activities and strategies for ISAT preparation.	

STRATEGY		TARGET	
Enhancing the instructional approach for students in the IEP subgroup	will adequately improve their performance in	ISAT achievement for math and reading.	
ACTIVITY	Timeline	Roles and Responsibilities	Measures of Effectiveness
#1 Review and select curriculum for special education math courses.	April 2005 June 2005	Special Education team	Middle school math curriculum selected.
#2 Focus professional development on effective co-teaching practices.	August 2005 May 2007	Special Education and professional development teams will coordinate.	Faculty participation in co-teaching workshops.
#3 Math department will identify areas of need in students and provide reinforcement and additional instruction in collaboration with Special Education faculty.	November 2005 March 2006	Assistant Principal will coordinate process. Math department will develop strategies.	Administration observations reflect improved co-teaching instruction. ISAT scores for Reading and math will be improved for IEP subgroup.

STRATEGY		TARGET	
Enhancing literacy instruction for all students	will adequately increase	Percentage of students in the exceeds category for the ISAT reading test.	
ACTIVITY			
	Timeline	Roles and Responsibilities	Measures of Effectiveness
#1 Focus professional development on extended response instruction.	January 2006 May 2007	Professional development committee and principal.	Faculty participation in extended response workshops.
#2 Development of classroom use of extended response rubric to improve comprehension skills.	January 2006 May 2007	Language Arts department will develop presentation and on-going support to faculty regarding literacy instruction and successful readers' skills.	Administration observations reflect increased literacy initiatives.
#3 Continue to explore strategies for reading fiction and non-fiction text to increase comprehension.	September 2005-May 2007	Language Arts and professional development committees.	Increased percentage of students in the "exceeds" category for the ISAT reading test.

5.1 Professional Development Planning			
Strategy (see 4.0)	Professional Development: What kind of skills do we need?	Activities Planned: Think beyond a workshop	Evaluation Process: What's the impact?
Middle School teaming and philosophy.	Effective teaming and components of successful middle schools	Book groups	Faculty meetings and trainings provide opportunity for discussion regarding best practices.
Co-teaching strategies	Philosophy and application of strategies.	Faculty inservice, shared observations, and release time.	Flexible grouping and shared teaching responsibilities enhances differentiation and increases effectiveness of instruction.
Problem-solving and data analysis process	Review of process and evaluation of implementation.	Faculty training and discussion during team times.	Problem-solving process leads to more effective intervention plans and enhances student performance.
Literacy instruction	Student skills across the curriculum.	Shared observations and departmental discussions.	Common rubric and consistent application of reading strategies improves student performance in classroom and ISAT assessments.

6.0 Communication of SIP Progress to Parents and Staff

SIP team selected through faculty volunteers and developed on workshop days. Ongoing reports shared at faculty meetings and through team discussions. Completed plan will be disseminated by SIP team and shared during the February in-service day. The goals of the SIP plan will be shared via the Lincoln newsletter and open for discussion through the Principal's Advisory Council.

7.0 Evaluation of Attainment of Goals

ISAT, EXPLORE, and classroom assessments will be collected to monitor the effectiveness of these interventions. Annual revision of the SIP plan will also ensure ongoing evaluation and provide opportunities for enhancement.

8.0 Internal and External Support

Team leaders and SIP team members will be involved in carrying out responsibilities and monitoring progress. Mrs. Lois Andrews, Assistant Superintendent for Curriculum and Instruction will consult and provide assistance as necessary.

Members of the School Improvement Planning Team:

Don Angelaccio

Lynn Atkinson

Kim Bobeck

Trina Courtney

Dan Ophus

Tracy Peterson

Randy Steen

Lisa Wenkus

Signature of Administrator: _____

Submitted on: _____