

Plan Submission and ISBE Monitoring	
Local Board Approved	
Submitted	
Plan Resubmitted	
ISBE Monitoring Completed	

PRELIMINARY INFORMATION

RCDT Number:	140160990022006		
District Name:	Cicero SD 99	School Name:	Abe Lincoln Elem School
Superintendent:	Donna Adamic	Principal:	Susan Klemmeyer
District Address:	5110 W 24th St	School Address:	3545 S 61st Ave
City/State/Zip:	Cicero,IL 60804 2948	City/State/Zip:	Cicero,IL 60804 4145
District Telephone#:	Label 7088634856 Extn: 0	School Telephone#:	7086528889 Extn: 0
District Email:	dadamic@cicd99.edu	School Email:	skleinmeyer@cicd99.edu
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2009-10 Federal Improvement Status Choice	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	61.1		No	78.0		Yes	96.1	Yes		
White														
Black														
Hispanic	100.0	Yes	100.0	Yes	61.0		No	78.0		Yes				
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP	100.0	Yes	100.0	Yes	42.4	68.1	No	71.2		Yes	96.4		
Students with Disabilities	100.0	Yes	100.0	Yes	23.5	32.0	No	49.0	66.0	No	95.7		
Low Income	100.0	Yes	100.0	Yes	58.4	69.8	No	75.6		Yes	95.9		

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making AYP in the ALL subgroup in reading?	No
Is this school making AYP in the ALL subgroup in math?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

**Section I-A Data & Analysis - Report Card Data
Item 3 - School Information**

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)	94.9	95.6	95.5	95.4	95.7	95.7	95.5	96.1
Truancy Rate (%)	0.9	0.3	1.6	-	0.8	0.6	6.6	1.3
Mobility Rate (%)	25.9	50.2	50.7	20.6	23.0	18.5	19.4	11.6
HS Graduation Rate, if applicable (%)	-	-	-	-	-	-	-	-
HS Dropout Rate, if applicable (%)	-	-	-	-	-	-	-	-
School Population (#)	835	906	720	678	725	753	736	778
Low Income (%)	58.3	68.7	71.8	60.9	65.7	72.1	74.3	76.9
Limited English Proficient (LEP) (%)	31.9	37.7	35.8	25.7	26.8	25.4	17.1	37.4
Students with Disabilities (%)								
White, non-Hispanic (%)	11.6	10.0	7.5	8.4	5.7	4.1	4.2	3.7
Black, non-Hispanic (%)	0.6	0.3	1.0	0.6	0.7	0.5	0.5	0.4
Hispanic (%)	86.7	88.4	90.7	90.6	93.0	94.7	94.4	95.0
Asian/Pacific Islander (%)	1.1	1.2	0.7	0.4	0.7	0.7	0.7	0.4
Native American or Alaskan Native(%)	-	-	0.1	-	-	-	-	-
Multiracial/Ethnic (%)	-	-	-	-	-	-	0.1	0.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2000	19.0	0.3	78.9	1.8	-	-
	2001	15.3	0.5	83.0	1.2	-	-
	2002	11.6	0.6	86.7	1.1	-	-
	2003	10.0	0.3	88.4	1.2	-	-
	2004	7.5	1.0	90.7	0.7	0.1	-
	2005	8.4	0.6	90.6	0.4	-	-
	2006	5.7	0.7	93.0	0.7	-	-
	2007	4.1	0.5	94.7	0.7	-	-
	2008	4.2	0.5	94.4	0.7	-	0.1
	2009	3.7	0.4	95.0	0.4	-	0.5
D I S T R I C T	2000	8.0	0.6	90.8	0.5	0.1	-
	2001	6.3	0.7	92.3	0.7	-	-
	2002	6.6	0.6	92.4	0.4	-	-
	2003	4.8	0.7	94.2	0.3	-	-
	2004	4.6	1.1	94.0	0.3	-	-
	2005	4.0	1.2	94.5	0.3	-	-
	2006	2.9	1.6	95.1	0.2	-	0.2
	2007	2.5	1.7	95.4	0.2	-	0.1
	2008	2.4	2.1	95.1	0.2	-	0.2
	2009	2.6	2.1	94.6	0.2	-	0.4
	2000	61.1	20.9	14.6	3.3	0.2	-

S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7
	2009	53.3	19.1	20.8	4.1	0.2	2.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2000	30.3	61.0	100.0	95.1	32.6	4	0.6	-	-
	2001	37.0	56.4	100.0	95.5	24.4	3	0.4	-	-
	2002	31.9	58.3	100.0	94.9	25.9	7	0.9	-	-
	2003	37.7	68.7	100.0	95.6	50.2	2	0.3	-	-
	2004	35.8	71.8	100.0	95.5	50.7	11	1.6	-	-
	2005	25.7	60.9	100.0	95.4	20.6	-	-	-	-
	2006	26.8	65.7	100.0	95.7	23.0	5	0.8	-	-
	2007	25.4	72.1	100.0	95.7	18.5	4	0.6	-	-
	2008	17.1	74.3	100.0	95.5	19.4	45	6.6	-	-
	2009	37.4	76.9	100.0	96.1	11.6	10	1.3	-	-
D I S T R I C T	2000	41.1	67.7	100.0	94.9	31.9	196	1.7	-	-
	2001	48.2	69.9	95.6	94.6	32.6	146	1.2	-	-
	2002	48.7	71.8	94.8	94.8	30.4	146	1.2	-	-
	2003	48.8	75.4	98.1	95.4	37.6	66	0.6	-	-
	2004	46.3	76.4	98.2	95.3	33.2	488	3.9	-	-
	2005	44.2	78.7	97.5	95.1	28.3	419	3.3	-	-
	2006	45.8	75.0	99.1	95.0	23.0	467	3.7	-	-
	2007	44.6	77.7	98.8	95.1	21.7	663	5.4	-	-
	2008	38.6	82.6	98.7	94.9	22.8	1,198	9.7	-	-
	2009	55.5	84.7	97.4	95.7	14.3	330	2.5	-	-
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6

S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5
	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends**

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2000	704	-	-	-	-	-	-
	2001	763	-	-	-	-	-	-
	2002	835	75	68	82	173	161	-
	2003	906	58	75	82	193	170	-
	2004	720	102	157	158	-	-	-
	2005	678	104	97	66	-	-	-
	2006	725	98	104	112	-	-	-
	2007	753	100	94	103	-	-	-
	2008	736	116	103	84	-	-	-
	2009	778	131	120	116	-	-	-
D I S T R I C T	2000	11,917	-	-	-	-	-	-
	2001	12,577	1,500	1,488	1,377	1,226	1,125	-
	2002	12,972	1,507	1,473	1,431	1,282	1,199	-
	2003	13,276	1,531	1,497	1,430	1,336	1,261	-
	2004	13,479	1,490	1,514	1,463	1,415	1,315	-
	2005	13,624	1,561	1,485	1,458	1,383	1,403	-
	2006	13,528	1,474	1,516	1,434	1,385	1,348	-
	2007	13,458	1,507	1,440	1,444	1,302	1,353	-
	2008	13,552	1,533	1,482	1,410	1,332	1,296	-
	2009	13,713	1,521	1,515	1,475	1,392	1,325	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816

S T A T E	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2000	608	11	37,131	66	34	23	-	-	-
	2001	617	11	38,271	68	32	24	-	-	-
	2002	619	11	39,521	67	33	25	-	14	1
	2003	675	10	42,548	63	37	23	-	16	3
	2004	751	10	47,037	64	36	21	-	16	1
	2005	820	9	48,677	66	34	19	-	17	1
	2006	785	9	51,891	63	37	20	-	15	1
	2007	734	10	54,358	64	36	21	-	8	5
	2008	740	10	55,817	58	42	21	-	4	3
2009	740	10	56,975	57	43	22	-	3	3	
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1	

	2009	133,017	13	61,402	44	56	18	18	1	1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	51.5	56.8	65.2	63.1	71.2	55.5	-	-	55.9	69.5	65.1	72.5	46.4	59.3	49.3	50.0	58.9	54.5
White	56.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	50.0	55.5	64.9	59.2	69.4	55.7	-	-	56.3	68.2	64.3	71.5	45.9	60.4	50.0	48.2	58.6	53.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	77.8	42.3	-	-	-	-	47.8	58.3	-	-	-	-	44.8	33.3
Students with Disabilities	-	35.3	40.0	20.0	23.1	12.5	-	-	28.6	27.3	16.7	30.8	20.0	-	-	18.2	18.2	20.0
Low Income	39.5	60.0	60.8	61.0	66.7	55.6	-	-	52.6	69.2	65.4	69.6	42.5	48.6	53.9	49.2	54.3	52.4

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	60.0	50.0	70.2	67.1	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	58.1	50.0	68.9	67.8	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	37.5	50.0	58.3	41.7	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	20.0	18.2	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	56.9	46.9	71.0	60.3	-	-	-	-	-	-	-	-	-	-	-	-

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics for Grades 3-8, 2004-2009																		
	Grade 3						Grade 4						Grade 5					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	76.5	76.1	84.9	84.6	86.4	77.1	-	-	75.3	80.5	84.0	88.5	59.8	50.0	62.3	61.4	77.8	75.2
White	93.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	71.2	75.3	85.9	82.8	86.5	78.1	-	-	74.7	80.3	82.6	87.6	60.9	50.0	61.7	60.2	78.1	73.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	88.9	84.9	-	-	-	-	69.5	83.8	-	-	-	-	62.0	50.0
Students with Disabilities	-	53.0	80.0	40.0	61.6	50.1	-	-	57.1	72.7	50.0	69.2	26.7	-	-	18.2	81.8	40.0
Low Income	73.6	78.5	82.4	86.0	84.4	75.3	-	-	72.0	82.7	87.7	86.0	57.6	45.9	61.5	62.3	77.2	73.2

	Grade 6						Grade 7						Grade 8					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	60.0	62.0	70.2	69.2	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	59.7	60.7	68.9	70.1	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	43.8	72.7	41.7	58.4	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	20.0	18.2	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	-	-	56.9	64.1	68.1	67.1	-	-	-	-	-	-	-	-	-	-	-	-

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data

***Data** - What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?*

In Reading, the 2009 School Report Card Data indicates that all Lincoln School student subgroups did drop in percentage of students Meeting/Exceeding standards from the previous year. All subgroups fell below the 2009 target percentage of Meeting/Exceeding of 70%. In addition, the AYP report indicates that the LEP Students and Students with Disabilities subgroups are the lowest performing subgroups and are in greatest need of improvement in order to meet the AYP percentage of 77.5% in Reading in 2010. There is a significant drop in percentage of Meeting/Exceeding students in these two subgroups at Grade 3.

As a group, Lincoln School teachers conducted an in-depth ISAT data analysis to determine the strengths and weaknesses of each grade level in Reading. Using the Item Analysis Summary, teachers were able to determine the highest and lowest scoring items in conjunction with weighting the number of items in that particular Objective on the test. Teachers used the corresponding Illinois State Standards and the Assessment Framework Objectives to determine Reading strengths and weaknesses at each grade level. Through this process, the group as a whole determined the school-wide focus for Reading improvement based on this data as well.

It was determined, through these analyses that the school focus for Reading improvement is indicated as Reading Comprehension. In Kindergarten through Grade 3, the specific weaknesses were determined to be in Sequencing and Story Structure. In Grades 4 through 6, the specific weakness was determined to be in Inferencing. In Kindergarten through Grade 3, specific strengths were determined in Main Idea, Literary Works and Characterization. In Grades 4 through 6, specific strengths were indicated in Literary Works, Author's Purpose and Design and Characterization.

The 2009 School Report Card Data indicates that all Lincoln School student subgroups dropped in percentage points in Math from the previous year. However, all subgroups, with the exception of Students with Disabilities met or exceeded the 2009 AYP percentage target of 70%. The LEP and Students with Disabilities are the lowest performing subgroups in Math and are in greatest need of improvement in order to meet the AYP percentage of 77.5% in 2010. There is a significant drop in percentage of Meeting/Exceeding students in the Students with Disabilities subgroup in Grade 5.

The same process of data analysis used for Reading was implemented to determine strengths and weaknesses in Math. It was determined, through these analyses, that the school focus for Math improvement is indicated as Number Sense. In Kindergarten through Grade 3, the specific weaknesses were determined to be in Estimation, Greater/Less Than and Counting. In Grades 4 through 6, the specific weaknesses were determined to be in Measurement, Ratio/Proportions/Percents and Math Facts. In Kindergarten through Grade 3, specific strengths were determined in Measurement, Data Analysis and Geometry. In Grades 4 through 6, specific strengths were indicated in Algebra and Geometry.

Factors - *What factors are likely to have contributed to these results? Consider both external and internal factors to the school.*

Several factors may have contributed to the results of all of our students' performance in Reading. We have just completed our third year of a new core Reading program as well as having concluded our final year of three in the State's Reading First program. The Reading program, as well as participation in Reading First had continued to create challenges and raise expectations as they had in previous years. In addition, teachers were again faced with a number of deadlines and requirements mandated by the State program.

Another factor that may have contributed to the Reading results may have been the academic reading ability of the Students with Disabilities. Most often, this ability is below grade level and many of these students struggle with remembering vocabulary and using reading strategies that are taught throughout the school year. This may be particularly true if the concept is not reinforced continuously, as many of these students experience memory deficits. Due to the reading difficulties that these students experience, we are often faced with reluctant readers who, because of frustrations, do not read each school night as required by all students. With reduced independent reading practice, these students do not become as proficient readers as their classmates.

An additional factor that may have affected testing performance in Reading relates to language. This is the second year that LEP students have been tested on ISAT in English. These students were not tested on a separate instrument (IMAGE) from their native-English classmates as they had in previous years. Many of these students have difficulty reading fluently due to phonetic differences in the languages and subsequent decoding problems; they also may encounter English words that they are unfamiliar with and which cause difficulty interpreting word meaning in their reading. They encounter many obstacles which affect their reading fluency; this may influence their ability to comprehend effectively and to interpret appropriately what they have read.

Many of our students, both LEP and English-dominant students, have Spanish-speaking parents at home. Some parents are not literate in either language. In many cases, these parents are not able to assist their children with instruction in English. This language barrier prevents students from the benefit of homework help, with being able to read to someone at home, and/or with being read to at home, etc.

Currently, at Lincoln School, we are experiencing overcrowding in many of our classrooms and are forced to bus students to other school locations within the District. The class sizes average thirty students per classroom in grades 3 through 6. Although cooperative structures and small group instruction is implemented throughout the school, it is difficult for teachers to differentiate effectively with this large amount of students.

Many students had been referred for disciplinary reasons as an Office Referral. In addition, many disruptive incidents may have occurred in the classroom which may have interrupted or diminished instructional time. Many of these incidents require the teacher's attention to deal with the discipline problem or to write up a Disciplinary Report; this

is time that should be spent on instructing students.

In Math, our students have overall, shown success. Our students participate in a Family Math Morning which teaches both parents and students math activities that they can conduct at home. Our monthly Parent Coffees provide suggested methods that parents can use to help their child with Math and other academics at home. Monthly practice on Extended Response activities provide critical thinking and problem solving skill building. Teachers provide students with at-home activities that apply the skills they have learned in the classroom to real-life situations, making their math instruction meaningful.

Again, many of our students come from homes where the dominant language is Spanish and parents are limited in the amount of assistance they can provide to their children in Math. The texts or the instructions that are sent home are primarily written in English, and parents may not understand the concepts or are not able to determine what needs to be done.

LEP students were tested this year in English for Math with a format that gave them a choice between Linguistically Modified and Spanish/English translations. Many students reported that these formats were confusing and distracting to what they actually needed to do. This may have negatively influenced their performance on the test.

Many of our Students with Disabilities have difficulties performing to the best of their abilities without the use of cooperative structures, graphic aids, movement or other hands-on materials that were not allowed in the testing situation. They may have experienced better success if they had had these advantages while testing.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

The Reading Program as well as Reading First have been determined to be influencing factors on student performance that require improvement planning. With continued implementation, teachers have become more familiar with the components of the core Reading Program and have been given professional development training on Balanced Literacy to develop a clear understanding of an effective Reading Program. It is the intent of the school to continue to provide guidance and support to the classroom teacher, to assist in refining the skills necessary to provide explicit instruction to students in the determined areas of weakness.

The implementation of the PBIS (Positive Behavioral Interventions and Supports) began this school year. With this program developing within the school, the amount of disciplinary incidents as well as Office referrals should diminish considerably, thereby increasing time spent on instruction.

We have acquired a new member of the Literacy Team who is the Bilingual Interventionist for the Bilingual classrooms. This person should be able to ameliorate some of the

problems that are specific to our LEP students. Her efforts should also focus on assisting students with English speaking, reading and writing, therefore, helping with difficulties they encountered in the English only testing format.

In Math, it has become clear that students need to be provided with opportunities to apply the skills that they have learned to "real-world" situations. With the determined weaknesses in Number Sense being Estimation and Measurement, students can reinforce the concepts learned in these objectives by having practical experiences using them both at school and at home.

These factors also indicate that we need to work on ways of improving the academic abilities of our Students with Disabilities, not only through their prescribed IEP minutes and their Resource teacher, but with strategies and modified instruction in the General Education Classroom. General Education teachers, with the assistance of the Special Education Department, will work to improve their abilities to differentiate and provide alternative ways of instructing in an effort to improve the performance of these students in both Reading and Math.

As a school, we must work to improve the acquisition of English for our LEP population in Speaking, Reading and Writing. Bilingual, Transitional, ESL and General Education teachers will work collaboratively to design methods and strategies to improve students' abilities to improve performance in English Reading and Math.

Whenever possible, parents will receive translations for assignments or activities that are to be completed at home. The school will continue to invite parents to its monthly Parent Coffees and its academic and fun parent activities at school where translations will be provided both at the group presentations and with handouts.

Presently, there is construction of a new addition to the existing building at Lincoln School underway. The new structure will provide additional classrooms and space to accommodate the overcrowding situation. This addition should allow for lower class sizes, which will promote the improvement of differentiated and individualized instruction in the general education classroom.

Special Education and General Education teachers will continue to provide support for our Students with Disabilities in providing them with modified instruction from which they benefit. They will also help them to learn how to compensate for these modifications when they are placed in a situation where these modifications are not available to them.

The school has taken its first steps in implementing RtI by focusing on first and fourth grade students and addressing the needs of students who are the lowest performing. It is believed that with the expansion of this program, many of our "at-risk" students will receive the instruction that will help them to achieve and be more successful.

Section I-B Data & Analysis - Local Assessment Data

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

This year, Lincoln School will continue to focus on improving Reading Comprehension in Reading and Number Sense in Math. Data used to guide these improvements come from several sources. The School Improvement Team looked at several local assessments to determine the focus of improvement.

Lincoln School is currently administering the ISEL (Illinois Snapshot of Early Literacy) for benchmark assessment in Reading for Grades Kindergarten through 3rd. The ISEL assessment is administered in English and Spanish three times per school year to all K-3 students in September, January, and May. This assessment measures students' growth in Alphabet Recognition, Developmental Spelling, Phonemic Awareness, Story Listening, One-to-One Matching, Letter Sounds, Word Recognition, Vocabulary, Passage Reading, Fluency, and Extended Response.

Students in Kindergarten were assessed in September on Alphabet Recognition, Letter Sounds, and Developmental Spelling. In Kindergarten English classrooms, 37% of the students scored in the Intensive Range, 19% in the Strategic and 44% in the Benchmark. In the Kindergarten Bilingual classrooms, all students scored at the Benchmark Range. Weakness was cited in Developmental Spelling; strength was cited in Word Recognition.

First Grade students were assessed on Letter Recognition, Developmental Spelling, Word Recognition, and Passage Reading. In First Grade, 27% of the students scored in the Intensive Range, 32% in Strategic, and 41% in Benchmark. In the First Grade Bilingual classrooms, 5% of the students scored in the Intensive Range, 17% in Strategic and 78% Benchmark. Weaknesses were determined in Letter Sounds and Segmenting; strength was determined in Word Recognition.

Students in Second Grade were assessed on Developmental Spelling, Word Recognition, Passage Reading and Fluency. In Second Grade, 38% of the students scored in the Intensive Range, 19% in Strategic, and 43 % in Benchmark. The Bilingual Second Grade scored 18% in the Intensive Range, 24% in Strategic and 58% in Benchmark. Weakness was indicated in Developmental Spelling; strength was indicated in Word Recognition.

Teachers in grades 3 through 6 administer the MAP (Measures of Academic Progress) to students in September, January and May. This assessment produces scores which provide teachers with information about their students' achievement level and academic needs in both Reading and Math. By using MAP assessments, teachers know precisely where each student needs additional instruction, and how students may be grouped for a more effective learning dynamic. Teachers reviewed MAP

test scores from September from each grade level.

In 3rd grade Reading, weaknesses were determined in Word Analysis and Vocabulary; strengths were determined in Literature and Literary Works. In 4th grade Reading, weakness was determined in Vocabulary; strength was determined in Literary Works. In 4th grade Reading, weaknesses were determined in Word Analysis/Vocabulary and strength was determined in Literary Works. In 5th grade Reading, weakness was determined in Comprehension Strategies and strength was determined in Story Structure.

In 3rd grade Math, weakness was determined in Measurement; strengths were determined in Data Analysis and Probability. In 4th grade Math, weakness was indicated in Algebra; strength was indicated in Geometry. In 5th grade Math, weakness was found in Measurement; strength was found in Geometry. In 6th grade Math, weakness was cited in Measurement; strength was cited in Geometry.

Factors - *What factors are likely to have contributed to these results? Consider both external and internal factors to the school.*

There are several factors that may have contributed to the results of these local assessments. The tests were administered early in the school year with students recently returning from a long summer break. Many students are not engaged in academics during the summer break and may have forgotten some of the academic knowledge that they had attained the previous school year.

Students' vocabulary is affected by their life experiences. Many of our students do not engage in activities that expand their general knowledge base and subsequently do not develop the vocabulary that may be beneficial to their testing performance.

These local assessment scores can be affected by the students' home language being Spanish. Over the summer break, many students speak to family members predominantly in Spanish, thus limiting their growth in English language development.

Many students lack exposure to real-life situations that apply skills that they have been taught in the classroom. Although they may have learned the concept in the classroom, there is little application follow-through and the skill is lost or forgotten.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

The conclusion for school improvement that we draw from our local assessment data is that we need to continue our efforts to assist every one of our students in reaching their potential, despite the obstacles. As a school, we will continue to expand on our practice of providing more time for independent reading and in delivering explicit Comprehension instruction in Reading, providing additional support in Vocabulary and other areas where needed.

We will continue to focus on improving our instructional practices of Number Sense for Math in the areas of weakness as defined at each grade level, again, providing additional practice with "real-world" situation practice and other support where needed. It is our responsibility as educational professionals, to create a atmosphere in the school that encourages substantial academic growth in all students regardless of his/her academic ability, home situation or learning difficulties.

Teachers will continue to be flexible with grouping; students need to be placed in groups that best suit the students' needs. Reading and Math progress needs to be monitored on a frequent basis, allowing for changes in the makeup of small groups as needed. Regular assessment, both school-wide, grade-wide and individual classroom-wide needs to be analyzed carefully in determining the direction of instruction as well as in providing for differentiation and adaptation for individuals with special needs.

Section I-C Data & Analysis - Other Data Item 1 - Attributes and Challenges

Data - *Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?*

Factors - *In what ways, if any, have these attributes and challenges contributed to student performance results?*

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-C Data & Analysis - Other Data
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - *Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?*

Factors - *In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?*

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Section I-C Data & Analysis - Other Data
Item 3 - Parent Involvement

Data - *Briefly describe data on parent involvement. What do these data tell you?*

Factors - In what ways, if any, has parent involvement contributed to student performance results?

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

In Reading, local and classroom assessment data will be analyzed regularly and will be used to drive instruction. With the assistance of our Literacy Team and Professional Development, teachers will build on Reading instruction knowledge acquired through past years and work toward a more balanced Literacy Program. Emphasis will be placed on increasing teacher knowledge of how to effectively teach specific Comprehension skills and we will continue to provide guidance and support to the classroom teacher in his/her efforts to refine instruction. Time spent with Guided Reading will continue to be a priority and time spent on Independent Reading will be increased and encouraged at home on a daily basis. Teachers will have at their access, books in a variety of genres, additional leveled books, as well as read-aloud literature, word wall and reference materials. When students are surrounded with a print-rich environment, they will have increased opportunities to develop their vocabulary skills.

In Math, local and classroom assessment data will be analyzed regularly and will be used to drive instruction. Specific Math instruction will be implemented at each grade level in the areas of weakness as they relate to Number Sense. Teachers will collaborate to work on strategies and effective methods of instruction that will directly address these weaknesses. In their Professional Learning Teams, teachers will review articles and texts that offer ideas and methodologies for improving student Math performance. Teachers will provide "real-world" situation practice for application of skills learned. Professional development on Math instruction will be provided periodically at staff meetings.

With our LEP and Students with Disabilities population struggling to meet the annual AYP, Bilingual, Transitional, ESL, Special Education and General Education Teachers will work collaboratively, with assistance from the Literacy Team and the Administration, to develop strategies, interventions and modified instruction, which will assist these students in performing at more successful levels in both Reading and Math.

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Parents will have opportunities to be involved in their child's education as much as possible. Through personal invitations, parents will participate in special school events and academic activities. Information provided through parent notices, Parent Coffees and conferences will provide ways for parents to become more involved and more helpful in assisting their child.

With the advent of the enlargement of the school, Lincoln School will become a true "neighborhood" school with classroom space for all students within its boundaries. With the extra classrooms, class sizes may be reduced to a smaller size which will provide more opportunity for teachers to differentiate and to provide planning for individual students.

Special Education teachers as well as Bilingual, Transitional, and ESL teachers will form a collaborative network of educators that will develop the ability to design strategies and interventions specific to the needs of our students. This team will also provide professional development to General Education teachers to assist them with how to differentiate and provide for individual differences within the classroom.

With the addition of a Bilingual Interventionist to the Literacy Support Team, LEP students will be receiving additional support and assistance to help them with English speaking, reading and writing.

PBIS (Positive Behavioral Interventions and Supports) will provide training and positive reinforcement for students to increase behavior that is conducive to learning and reduce behaviors that detract from instructional time.

RtI will provide "at-risk" students with interventions and support to help them to be more successful. This year, the focus of interventions will occur in first and fourth grade, with all other grades being addressed in subsequent years.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Increase Student Achievement in Reading	1,2,3,4,6,5,
2	Increase Student Achievement in Math	1,2,3,4,6,5,

The following deficiencies have been identified from the most recent AYP Report for your school.

- 1. School is deficient in Reading Meets and Exceeds
- 2. Hispanic students are deficient in Reading Meets and Exceeds
- 3. LEP students are deficient in Reading Meets and Exceeds
- 4. Students with disabilities are deficient in Reading Meets and Exceeds
- 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- 6. Low Income students are deficient in Reading Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Increase Student Achievement in Reading

Objective 1 Description

Lincoln School subgroups did not make AYP for 2009, (Hispanic-61%, LEP-42.4%, Economically Disadvantaged-58.4%, Students with Disabilities-23.5%). It has been determined through data analysis, that Comprehension is the area in need of improvement. Specific strategies and activities will be implemented at each grade level to target those needs. This is to ensure that all Lincoln School subgroups reach the Meeting/Exceeding Standards target of 77.5% in 2010, and 85% in 2011. Professional development and parent involvement activities will reflect the stated areas of need and student strategies.

This objective addresses the following areas of AYP deficiency:

- ↳ 1. School is deficient in Reading Meets and Exceeds
- ↳ 2. Hispanic students are deficient in Reading Meets and Exceeds
- ↳ 3. LEP students are deficient in Reading Meets and Exceeds
- ↳ 4. Students with disabilities are deficient in Reading Meets and Exceeds
- ↳ 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- ↳ 6. Low Income students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Increase Student Achievement in Reading

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Using explicit Comprehension instruction, students in grades K-1 will focus on the Comprehension skills of Sequencing and Story Structure. Shared writing and graphic organizer samples will be collected monthly, September through May.	09/08/2009	05/31/2011	During School	Title I	200
2	Using explicit Comprehension instruction, students in grades 2-3 will focus on the Comprehension skills of Fact/Opinion and Sequencing. Graphic organizers, flip book, or shared writing samples will be	09/08/2009	05/31/2011	During School	Title I	200

	collected monthly, September through May.					
3	Using explicit Comprehension instruction, students in grades 4-6 will focus on the Comprehension skills of Inferencing and Cause/Effect. Students will also receive explicit instruction to enhance Test Taking Skills. Student work samples will be collected monthly.	09/08/2009	05/31/2011	During School	Title I	200
4	Through explicit instruction, students at all grade levels will work on improving Reading Extended Responses. Grade level Professional Learning Teams will share and reflect on student ER common prompt samples quarterly.	10/26/2009	05/31/2011	During School	Title I	0
5	At all grade levels, during Reading instruction, teachers will differentiate and implement strategies specific to the needs of LEP students. These strategies will include but are not limited to cooperative structures, discussion, songs/music, graphic organizers, picture cards, vocabulary activities, and use of artifacts.	09/08/2009	05/31/2011	During School	Title I	100
6	At all grade levels, during Reading instruction, teachers will differentiate and implement strategies specific to the needs of Students With Disabilities, as well as other at-risk students. These strategies will include but are not limited to cooperative structures, visual aids, whole body movement, and hands-on materials.	09/08/2009	05/31/2011	During School	Title I	100

Section II-C Action Plan - Professional Development Strategies and Activities

Increase Student Achievement in Reading

		TimeLine			Budget	
Strategies and Activities		Start Date	End Date		Fund Source	Amount(\$)
1	Additional training and support will be provided during Professional Learning Team and Building Meetings, Institute Days and Early Release Days on explicit instruction for Comprehension strategies. The focus will be on strategies specific to those stated in the grade level objectives.	09/08/2009	05/31/2011	During School	Title I	0

2	Additional training and support will be provided during Professional Learning Team and Building Meetings, and Early Release Days on Differentiated Instruction for General Education students, LEP students, and Students With Disabilities.	09/08/2009	05/31/2011	Before School	Title I	100
3	The Literacy Team will continue to maintain a current Professional Resource Library and will inservice teachers on the contents and use of those materials to develop explicit instructional strategies.	09/08/2009	05/31/2011	During School	Title I	500

Section II-D Action Plan - Parent Involvement Strategies and Activities

Increase Student Achievement in Reading

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will participate in a monthly Parent Coffee Hour. Discussion and instruction for parents will focus on specific Comprehension strategies and activities that can be implemented at home.	09/08/2009	05/31/2011	During School	Title I	1,000
2	Families will participate in two Family Reading Events. Parent/child/teacher involvement includes instruction for at-home reading activities as well as take-home reading materials.	09/08/2009	05/31/2011	After School	Title I	500
3	The Parent Library will be open two days per week to provide the opportunity to check out student/parent educational materials. Parent representatives will provide input to help determine which new materials will be purchased.	09/08/2009	05/13/2010	After School	Other	500
4	Parents will participate with their child in a daily student at-home Reading program. Readings times are specific to grade levels. Parents can either read to their child, listen to the child read, or ask question about what the child has read. Parents will sign a daily log and submit to the teacher to monitor for progress.	09/08/2009	05/31/2011	After School	Local Funds	0
	Parents will participate with their child in a student at-home Reading program during Winter Break and during Summer Break. A reading log					

5	will be provided to each student by the school for each break. Parents will record reading times and a reward/incentive program will be provided by the school at the end of each break.	12/19/2009	09/01/2010	After School	Local Funds	200
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Section II-E Action Plan - Monitoring

Increase Student Achievement in Reading

The effectiveness of this objective will be monitored in several ways. Student performance data will be collected through state and local assessments. That data will be analyzed periodically at Professional Learning Team meetings, at Staff meetings, and at SIP Team meetings. The Action Plan will be adjusted as deemed appropriate. Teachers will also analyze classroom assessments, reflect on the effectiveness of their instruction, and make adjustments as necessary; these adjustments will be noted in the weekly lesson plans.

Classroom teachers and support teachers will share successes and challenges experienced in the classroom during Professional Learning Team meetings. Professional Learning Team meeting agendas and minutes are maintained for each weekly meeting and are housed either in the LST office or by the PLT team leader for review by the Literacy Support Team and/or Administrators.

Periodically, a "needs assessment" will be conducted for both teachers and parents to evaluate professional development and parent activities. These surveys will be designed to assess effectiveness and determine future topics and inservicing.

	Name	Title
1	Susan Kleinmeyer	Principal
2	Barbara Popish	Assistant Principal
3	Reading Support/Literacy Staff	
4	Professional Learning Team Leaders	

Section II-A Action Plan - Objectives**Objective 2**

Increase Student Achievement in Math

Objective 2 Description

While the majority of Lincoln School's subgroups made AYP for 2009, (Hispanic-78%, LEP-71.2%, Economically Disadvantaged-75.6%), the Students with Disabilities subgroup percentage is below the Safe Harbor target. (49%). It has been determined through data analysis that Number Sense is the area in need of improvement. Specific strategies will be implemented at each grade level to target those needs. This is to ensure that all Lincoln School subgroups reach the Meeting/Exceeding Standards target of 77.5% in 2010, and 85% in 2011. Professional development and parent involvement activities will reflect the stated area of need and student strategies.

This objective addresses the following areas of AYP deficiency:

- ↳ 1. School is deficient in Reading Meets and Exceeds
- ↳ 2. Hispanic students are deficient in Reading Meets and Exceeds
- ↳ 3. LEP students are deficient in Reading Meets and Exceeds
- ↳ 4. Students with disabilities are deficient in Reading Meets and Exceeds
- ↳ 5. Students with disabilities are deficient in Mathematics Meets and Exceeds
- ↳ 6. Low Income students are deficient in Reading Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Increase Student Achievement in Math

Strategies and Activities		TimeLine			Budget	
		Start Date	End Date		Fund Source	Amount(\$)
1	Based on the school-wide focus to improve Number Sense, teachers in Kindergarten through third grade will use explicit Math instruction to develop student performance in the skill areas of counting, greater/less than, place value and estimation. Student work samples will be collected monthly.	09/08/2009	05/31/2011	During School	Local Funds	0
2	Based on the school-wide focus to improve Number Sense, teachers in fourth through sixth grade will use explicit Math instruction to develop student performance in the skill areas of measurement, math facts, and ratio/porportions/percents. Student work samples will be collected monthly.	09/08/2009	05/31/2011	During School	Local Funds	0
3	Based on the school-wide focus to improve Number Sense, students in Kindergarten through sixth grade will be provided with a math homework calendar which will contain daily authentic learning activities. These activities will provide reinforcement practice of skills learned through explicit math instruction in the classroom.	09/08/2009	05/31/2011	After School	Title I	200
4	Through explicit instruction, students at all grade levels will work on improving Math Extended Responses. Grade level Professional Learning Teams will share and reflect on student common prompt ER samples quarterly.	10/26/2009	05/31/2011	During School	Local Funds	0
5	At all grade levels,during Math instruction teachers will differentiate and implement strategies specific to the needs of LEP students. These strategies will include but are not limited to cooperative structures, discussion, songs/music, graphic organizers, picture cards, math vocabulary activities, and use of artifacts.	09/08/2009	05/31/2011	During School	Title I	100
	At all grade levels,during Math instruction, teachers will differentiate					

6	and implement strategies specific to the needs of Students With Disabilities, as well as other at-risk students. These strategies will include but are not limited to cooperative structures, visual aids, whole body movement, and hands on materials.	09/08/2009	05/31/2011	During School	Title I	100
7	Through school-wide daily use of Problem of the Day, students will practice and apply Number Sense and problem solving skills acquired through explicit Math instruction.	10/26/2009	05/31/2011	During School	Local Funds	100

Section II-C Action Plan - Professional Development Strategies and Activities

Increase Student Achievement in Math

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Additional training and support will be provided during Professional Learning Team and Building Meetings, Institute Days and Early Release Days on explicit instruction for Number Sense strategies. The focus will be on strategies specific to those stated in the grade level objectives.	09/08/2009	05/31/2011	After School	Title I	0
2	Additional training and support will be provided during Professional Learning Team and Building Meetings, and Early Release Days on differentiated instruction for General Education students, LEP students, and students with disabilities.	09/08/2009	05/31/2011	Before School	Title I	100
3	A professional resource library and instructional materials will be made available to teachers to assist them in developing explicit instructional strategies and differentiation for math.	10/26/2009	05/31/2011	During School	Title I	300

Section II-D Action Plan - Parent Involvement Strategies and Activities

Increase Student Achievement in Math

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Parents will participate in an annual Family Math Morning. The focus will be on number sense activities, providing instruction for the parents and materials for at-home activities to support student learning. Each child will receive the take-home materials and instructions whether or not a parent participates.	11/24/2009	11/22/2011	During School	Title I	300
2	Parents will participate in a monthly parent coffee hour. Discussion and instruction for parents will focus on specific number sense strategies and activities that can be implemented at home.	09/29/2009	05/29/2012	During School	Title I	250

Section II-E Action Plan - Monitoring

Increase Student Achievement in Math

The effectiveness of these activities and strategies will be monitored in several ways. Student performance data will be collected through state and local assessments. That data will be analyzed periodically at Professional Learning Team meetings, at staff meetings after school and on Early Release/Institute Days, and by the SIP Team during their monthly meetings. The Math Action Plan will be adjusted as deemed appropriate. Teachers will also analyze classroom assessments, reflect on the effectiveness of their instruction, and make adjustments as necessary; these adjustments will be reflected in lesson plans.

Classroom and support teachers will share successes and challenges experienced during professional learning team meetings. Professional Learning Team meeting agendas and minutes, including meetings focused on Math, will be maintained for each weekly meeting by the team leader for review by Administrators.

Periodically, a "needs assessment" will be conducted for both teachers and parents to evaluate professional development and parent activities. These assessments will be conducted to evaluate effectiveness and determine future topics and inservicing.

Name	Title
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1	Sue Kleinmeyer	Principal
2	Barbara Popish	Assistant Principal
3	Professional Learning Teams	Grade Level PLT leaders

Section III - Development, Review and Implementation Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

In accordance with the NCLB Act of 2001, states must provide notification to parents of students in districts/schools that are identified for improvement for failure to make adequate yearly progress. A letter that explained our district's status was sent to all District 99 parents in their native language in October 2009. A copy of the district's 2009 AYP Status Report was also disseminated to the parents at that time. This notification was distributed to all parents in all schools in the district as District 99 is a Title I school-wide district.

Individual schools provided written notification in August, to the parents of their students that explained the academic status of their school. That letter explained options available to the students by offering Choice and/or Supplemental Educational Services where mandated.

All Title I Schools, have provided written notice about the school's academic status to the parents of each student in a variety of ways. Due to the high percentage of parents who speak Spanish, all documents are translated and sent home both in English and with a back-to-back version in Spanish.

Examples of situations in which the schools' academic status are identified include but are not limited to the following:

- Dissemination of the Liberty Parent/Family Involvement Policy
- **Open House General Session Power Point**
- Open House Orientation with Classroom Teacher
- Parent-Student-Teacher Compact
- Recipients of Services: Supplemental Educational Services; Individual Learning Plan (ILP); 21st Century Community Learning Century Program; Liberty Extended Day Program; Individual Education Plan (IEP)
- Parent Reading and Math Nights per Grade Level Professional Learning Team
- Parent-Teacher Conferences
- Sharing School-Wide Expectations for Positive Behavior Interventions & Supports (PBIS)

Section III - Development, Review and Implementation Part B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The stakeholders: parents and community, students, teachers and administrators will provide the school with feedback dealing with the School Improvement Plan through informal interviews and formal surveys about the school, its climate, educational programs, etc. Our school is eager for parents and community to provide feedback on the school and district initiatives using existing avenues for input. Parents and community receive newsletters from the school and district which include information dealing with the implementation of the School and District Improvement Plans.

Regular updates on the newly redesigned district website: www.cicd99.edu keep interested community and educational organizations informed as to our progress. The Action Plan from each school's School Improvement Plan is posted on the district's website as well as being available in the school office in English and Spanish. Copies of our school and district report cards are sent home with students and posted on the website as well.

Our district has a large number of Hispanic families so all communication is sent home in both English and Spanish, and accommodations are made for conferences and parent meetings to have an interpreter available to assist in communication. The frequent communication with parents allows classroom teachers to relate performance targets, strategies, and school and district improvement activities to parents and families.

Parents and community members are given numerous opportunities to become involved with the school improvement process. They are invited to participate in the development, implementation and review of the plan. Understanding that our parents and community are vital to the success of the School Improvement process, we offer many opportunities for their involvement. The district's parent involvement policy is included in the Student Handbook which is being revised to be distributed to each student.

Involvement with community organizations serves as forums for discussion on educational advances in the district. Through the schools, District 99 is involved with the community through a number of contacts. We work in partnerships with the Cicero Police Department, the Cicero Youth Task Force, the Cicero Educational Task Force, the Cicero Chamber of Commerce, the Cicero Fire Department, Interfaith Leadership Program and the GEAR UP Program through a grant from Northeastern University.

Our school and district administration continuously urges parents, staff, and community members to offer suggestions in order to make sure all stakeholders are invested in our school and district.

	Name	Title
1		

Section III - Development, Review and Implementation Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review.

Cicero School District 99 SIP Peer Review-A Process of Collaboration and Support

Composition of the Peer Review Team

The peer Review Team consists of the District Director of School Improvement, a representative from West 40 an appointed co-facilitator and 8 additional individuals comprised of each building's Assistant Principal and an appointed lead teacher agreed upon by the schools' SIP team. The Peer Review Team is then divided into nine teams of two individuals.

Responsibilities of the Peer Review Team

The primary responsibility of the SIP Peer Review Team is to provide feedback specific to the state SIP rubric. This feedback will assist each school's SIP team with meaningful advice for further refinement of their plan. The timetable for the 2009-2011 Peer Review consists of two sessions:

Session 1 consists of 1/2 day of rubric review using one SIP with all teams to calibrate scores. This is followed by using the rest of the day provide peer review and feedback specific to one specific plan from a school in status.

Session 2 consists of one day for each team to provide peer review and feedback specific to one school's plan.

Meaningful Insights from the Peer Review Team

*It is extremely important to calibrate one SIP together prior to any team review.

*Emphasize to the Peer Review Teams that feedback needs to be specific to each criterion within each component and focused on details specific to the criterion within the rubric.

*Focus feedback on big ideas contained within the rubric that will move the plan toward an implementation score. In contrast, cosmetic feedback (word choices, formatting and spelling) is an expectation of the building SIP team.

*Peer Review teams should proofread their feedback before submitting their recommendations to the Director of School Improvement.

*All recommendations must be submitted to the Director of School Improvement when the team has completed their review.

The "BIG Picture" of School Improvement Planning

District Level School Improvement planning is the integration of a district team effort. The School Improvement Team at the district level consists of :

Director of School Improvement

Director of Title One

Director of Special Education

Director of Language Minority Services

Director of Reading/Language Arts

Director of Science and Math

Director of Social Studies

Director of Technology and Information Services

Assistant Superintendents

Directors participate in a session of learning the rubric and reflecting on how they can assist School Improvement Teams in the development of their plans. Each Director works directly with a school team. Building Level School Improvement planning is the integration of a building team effort.

The School Improvement Team at the building level consists of:

Administrator

- Provides leadership in facilitating the school improvement planning process and implementation of the plan
- Facilitate a process on ongoing evaluation and refinement toward achieving the goals

SIP Team (administrator, teacher, parents, community members)

- Engage in data driven decision making
- Share in the writing of the school improvement plan
- Provide a vital communication link to the stakeholders
- Share in the review and improvement of the school improvement plan

Classroom teachers

- Collect necessary data to develop and monitor progress towards goals and activities
- Provides leadership in facilitating the school improvement planning process and implementation of the plan
- Facilitate a process on ongoing evaluation and refinement toward achieving the goals

Section III - Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The Cicero School District 99 Induction and Mentoring Program was approved by the ISBE in January 2004. The mission of the program is to develop and retain quality educators by

providing support and training through professional collaborative teams, thereby resulting in improved student academic achievement.

The goals are 1) to establish a collaborative team of mentors responsible for providing assistance to, support for, and collegiality with new teachers; 2) to provide new teachers with meaningful opportunities to improve teaching performance by upgrading skills and knowledge in implementing research-based effective instructional practices; 3) to familiarize new teachers with the philosophy and expectations of the district and the local community; 4) to retain quality teachers within the district; 5) to integrate technology into the communication process; and 6) to satisfy Illinois mandated requirements for teacher induction, certification and professional development.

The components of the program include new teacher orientation, mentor facilitated monthly support meetings for new teachers at each building to address needs and concerns, weekly personal contact between mentor and new teacher, peer observations of the new teacher's classroom practice by an experienced teacher, professional development opportunities including observation of experienced teachers and/or attendance at professional development workshops and seminars for the new teacher each semester, reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards, and review and analysis of the new teacher's progress by the mentor.

Teachers new to School District 99 are offered the opportunity to participate in this program during New Teacher Orientation in the fall. They record their decision and present it to their principal for approval. If they choose to fully participate in the program, they are paired with a trained mentor who will support them through two school years. They may prefer instead to attend the monthly support meetings at their buildings. Mentors must attend mentor training sessions provided by the ISBE and Strategies that Support Instruction for English Language Learners provided by School District 99 as a condition of their selection.

Responsibility for coordination of the Induction and Mentoring Program is assigned to a Program Supervisor in the Language Minority Services Department. Responsibilities include program design and coordination, mentor selection, training, and matching to new teachers; coordinating professional development for program participants; documenting

program completion requirements to ensure compliance with ISBE requirements; and coordinating program research and evaluation efforts. The program is reviewed annually and the mentor.

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Section III - Development, Review and Implementation Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

This School Improvement Plan has as its foundation the district's Comprehensive District Plan/Comprehensive School Reform model. This includes district professional development,

a standards aligned curriculum, instructional resources, and support personnel as confirmation of a supportive district structure where leadership and responsibility are shared. Professional development is well supported by Cicero District 99 through internal and external sources funded by local, state and federal resources.

The schools in the district are supported by the following positions that provide on-going professional development and support throughout the year.

- Assistant Superintendent for Educational Services
- Assistant Superintendent for Student Services
- Assistant Superintendent for Human Resource
- Director of School Improvement
- Director of Language Minority Services
- Director of Math and Science
- Director of Social Studies, Fine Arts and Gifted
- Director of Special Education
- Director of Technology and Information Services
- Literacy Support Teachers/Interventionists
- Literacy Facilitators
- Building/District Resource Facilitators
- Building Administrators

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv).

- Require implementation of a new research-based curriculum of instructional program;
- Extension of the school year or school day;
- Replacement of staff members relevant to the school's low performance;
- Significant decrease in management authority at the school level;
- Replacement of the principal;
- Restructuring the internal organization of the school;

- ⓔ Appointment of an outside expert to advise the school.

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school.

- ⓔ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ⓔ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ⓔ Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- ⓔ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - ⓔ governance and management, and/or
 - ⓔ financing and material resources, and/or
 - ⓔ staffing.

Section III - Development, Review and Implementation Part F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

Over the past several years, ISBE has provided support to Cicero District 99 in many ways. A new, comprehensive approach to increasing school improvement was recently developed and responds directly to the mandates of NCLB. ISBE developed a plan that would shift delivery of services from a centralized to a regionalized model. Regional Offices of Education act as primary providers of services, while Regional Service Providers (RESPROS) offer the district technical support. West 40 Intermediate Service Center assumes this supportive role for District 99. NCLB Section 1003: School Improvement states that 95% of the NCLB School Improvement money available each year must be used for activities connected to school improvement plans and are provided for through the RESPRO (West 40). The agency also

acts as the External Partner for the district’s Comprehensive School Reform model and monitors school improvement planning.

Other West 40 (RESPRO) services to the district include but are not limited to:

- Assisting schools in development of SIPs, reviewing and analyzing all facets of school operation
- Providing support and training in data collection and analysis
- Providing professional development opportunities designed for activities specifically in SIPs
- Providing support in alignment of curriculum with ILS/Benchmarks/Performance Descriptors
- Facilitating collaboration of parents and community members in the design, implementation and monitoring of SIPs
- Facilitating the collaboration of and provide models for development of district and school policy on parental involvement.
- Facilitating the collaboration of and provide models for the development of school-parent compacts
- Providing training required of districts and schools in developing state approved mentoring and induction programs
- Providing Administrator Academies to support building level adm.
- Using SIP, identify personnel concerns and provide models for identifying outstanding school personnel.
- Developing written reports that analyze the organization and implementation of the school’s improvement plan.
- Providing support teams to schools undergoing Restructuring or Corrective Action, Supplemental Educational Services and Choice

Section III - Development, Review and Implementation
Part G. School Support Team

	Name	Title
1		

Section IV-A Local Board Action

DATE APPROVED by Local Board:

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101 (37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

Yes No

Have the areas of low achievement been clearly identified? [C]

Yes No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

Yes No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

Yes No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

Yes No N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

Yes No N/A

Do these local assessment results add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

Yes No N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

Yes No N/A

Do the other data add clarity to the state assessment data?

Yes No N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS

Yes No Have data or research been used to determine the key factors believed to cause low performance? [C]

Yes No Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES

Yes No Has the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]

Yes No N/A Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Yes No Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Yes No Will the selected strategies and activities likely improve student learning and achievement? [C]

Yes No Are the strategies and activities measurable? [C]

Yes No Are the measures of progress for the strategies and activities clearly identified? [C]

Yes No Are expectations for classroom behavior and practice related to the objectives clear? [C]

Yes No N/A Is professional development aligned with the strategies and activities for students? [C]

Yes No N/A Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

Yes No N/A Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input type="checkbox"/> Yes <input type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]
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STAKEHOLDER INVOLVEMENT

<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the plan describe how stakeholders have been consulted? [C]
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

1/27/2010 2:14:13 PM

Yes No

Is the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have “the greatest likelihood” of ensuring that all groups will achieve AYP? [C]

TEACHER MENTORING PROCESS

Yes No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

DISTRICT RESPONSIBILITIES

Yes No

Is it clear what support the district will provide to ensure the success of the plan? [C]

Yes No N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

Yes No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM

Yes No N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD

Yes No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS