

Lincoln Trail Elementary School

**School Improvement Plan
2011-2012**

**Presented to the M-S Board of Education
September 6, 2011
By: Mary Weaver, Principal**

Lincoln Trail Elementary School

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A Professional Learning Community

Lincoln Trail continues to focus on developing the four Professional Learning Community questions of

What do we expect students to learn?

How will we know when they learned it?

How will we respond if they don't?

How will we respond when they do?

What do we expect students to learn?:

Collaborative teams at each grade level were developed and worked together during the 2009-2010 and 2010-2012 school years to determine the essential curriculum at third, fourth and fifth grades in the area of reading. We utilized the new Common Core Standards and also made sure to align our curriculum with the current Illinois State Assessment Framework as we will continue to utilize the ISAT assessment until 2014. We will continue to focus on this question during the 2011-2012 school year, refining our reading power standards which are assisting us in becoming clearer on the question *What do we expect our students to learn?*

How will we know when they learned it?:

We will utilize our universal assessment MAP (Measure of Academic Progress). The assessment will be administered three times during the 2011-2012 school year. We will also administer Dibels (Dynamic Indicators of Basic Early Literacy Skills). In addition we continue to progress monitor children in intervention groups to determine progress and success of interventions utilized. Staff will be instructed on developing common formative assessments to ensure that the building learning teams are focused and participate in the development of reliable and valid common formative assessments in the area of reading.

How will we respond if they don't learn the information/How will we respond when they do:

Our LEAP intervention activities will be reviewed and further refined as we become better able to analyze data and go beyond the numbers to consider the causes of student success and failures.

How will we know when they learned it

During 2008-2009 we began providing enrichment activities for students that were not identified for intervention needs. We will continue to refine this process and address the needs of students that show a mastery of the curriculum. We will also look at the strengths of students who are proficient to analyze their needs. The universal assessments will be better used to identify area of strength and assist with assuring a differentiated curriculum to meet the needs of all students.

Third Grade
Mahomet-Seymour Community Unit School District #3

ISAT Reading Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	40	44	48	54	58	49
% of students meeting + exceeding	90	88	92	90	95	89
% of students below stand + aw	10	9	8	10	5	11
% of students on academic watch list	1	3	3	1	1	1

ISAT Mathematics Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	57	64	72	72	71	72
% of students meeting + exceeding	98	96	95	96	98	95
% of students below stand + aw	2	4	5	4	2	4
% of students on academic watch list	1	0	1	1	1	0

Fourth Grade
Mahomet-Seymour Community Unit School District #3

ISAT Reading Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	42	39	45	44	54	52
% of students meeting + exceeding	85	88	89	88	92	90
% of students below stand + aw	15	12	11	12	8	10
% of students on academic watch list	1	0	1	1	0	0

ISAT Mathematics Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	41	43	53	51	59	58
% of students meeting + exceeding	93	95	96	96	96	97
% of students below stand + aw	7	5	4	4	4	3
% of students on academic watch list	0	0	0	1	0	0

ISAT Science Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	23	26	32	31	27	33
% of students meeting + exceeding	94	95	94	92	94	92
% of students below stand + aw	6	5	6	7	6	8
% of students on academic watch list	0	0	0	1	0	0

Fifth Grade
Mahomet-Seymour Community Unit School District #3

ISAT Reading Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	31	43	47	43	49	44
% of students meeting + exceeding	83	81	92	84	92	92
% of students below stand + aw	17	19	8	16	8	8
% of students on academic watch list	1	1	0	0	0	0

ISAT Mathematics Scores

School Wide Results	06	07	08	09	10	11
% of students exceeding standards	21	25	20	27	26	30
% of students meeting + exceeding	88	93	93	92	96	93
% of students below stand + aw	12	7	7	8	4	7
% of students on academic watch list	1	0	0	0	0	0

School-Improvement Plan 2011-2012
Lincoln Trail Elementary School

Area of Concentration	Specific Goal # 1	Plan of Action	Data & Documentation
Reading	Each grade level at LT will develop common formative assessments that are aligned to our completed pacing guides to be completed by the end of the 2011-2012 school year.	<p>Staff will participate in district provided training to learn effective assessment design.</p> <p>Grade level teams will meet monthly to create common formative assessments beginning with the information taguth during third quarter.</p> <p>Grade level teams will continue to meet creating common formative assessments for fourth quarter, first quarter and second quarter.</p>	<p>October 19, 2011</p> <p>November 16, 2011 December 19, 2011 January 18, 2012 Staff will submit draft/revisions of 3rd quarter common formative assessments after each contact time listed.</p> <p>February 15, 2012 April 18, 2012 May 16, 2012 Staff will submit draft/revisions of common formative assessments for fourth quarter, first quarter and second quarter after each contact time listed.</p>

School-Improvement Plan 2011-2012
Lincoln Trail Elementary School

Area of Concentration	Specific Goal # 2	Plan of Action	Data & Documentation
Reading/Math	LT staff will utilize the MAP assessment information in one core academic area to identify skill area deficits and set goals for the students performing below the 20% during the 2011-2012 school year.	<p>Staff will participate in training to further learn MAP related information.</p> <p>Staff will utilize grade level meetings to review reports and develop goals.</p> <p>Growth will be checked and monitored following each MAP administration.</p>	<p>September 2011</p> <p>October 2011</p> <p>February 2012 and May 2012</p>

School-Improvement Plan 2011-2012
Lincoln Trail Elementary School

Area of Concentration	Specific Goal # 3	Plan of Action	Data & Documentation
Behavior	Staff will implement PBIS concepts to assure a systematic and data based behavioral program during the 2011-2012 school year.	<p>Staff will create a matrix identifying appropriate behaviors in all environments at LT.</p> <p>Students will be explicitly taught rules/expectations.</p> <p>A reward system will be developed to recognize appropriate behaviors.</p> <p>Data will be collected and analyzed to assist with building wide behavioral improvements.</p>	<p>August 2011-Matrix submitted</p> <p>August 18-26, 2011 during Bootcamp, through assemblies and direct classroom instruction.</p> <p>August 2011-May 2012-utilization of Dawg Gone Good slips and Cool Class Awards.</p> <p>Behavioral slips and Dawg Gone Good slips will be recorded and the information communicated to teachers quarterly. Behavioral information for individuals will be utilized to develop Tier 2/Tier 3 programming.</p>