Lincoln School

School Improvement Plan Highlights 2011-12

Our mission*:* ***The Dixon Public Schools, in cooperation with the community, will provide students with a comprehensive educational program which produces well-educated, self sufficient and involved citizens.***

Education Goal(s):

1) 90% of the third grade students will score at the meets or exceeds level on the FY 12 ISAT reading assessment. Furthermore, the staff will work to increase the exceeds population by 2% while increasing the special education population by 2% in the meets category.
2) 93% of the third grade students will score at the Meets or exceeds level on the FY 12 ISAT Math assessment. Furthermore, the staff will work to increase the exceeds population by 2% while increasing the special education population by 2% in the meets category.
3) The School-wide Positive Behavioral Interventions and Supports will be implemented.

Areas of Focus 2011-2012

- Reading Fluency
- Reading Comprehension
- Vocabulary and Spelling
- Math Computation
- Math Concepts and Estimation

Philosophy:

- Our vision is to ensure all students read proficiently; ensure all students know basic facts for addition, subtraction; begin to understand multiplication and division facts. Our action is to provide students specific strategic interventions for Reading and Math.

Weakness(es):

- Inconsistent vision for essential outcomes, curriculum and tools
- Inconsistent use of data
- Inconsistent use of tools/staff

Strength(s):

- United front for improvement in the areas of Math and Reading
- Believe all students can learn
- Use data to impact instruction
- Thoughtful intervention schedule
- Screening for all students
- Data driven meetings

RtI Model:

- RtI Model→ Universally screen all→ Use data to address interventions needed for improvement →Progress monitor→Data meetings →Group students → Deliver intervention → Progress monitor
- Use data to address enrichment for those students who exceed state standards
- Enlisting entire staff in screening, assessing, delivering interventions to support all students in the area of reading and math.

Action in Progress:

- Create a cohesive curriculum for Reading & Math to assure all students are exposed to the essential outcomes for
  Grade 2 and 3 at Lincoln Elementary.
- Provide a common formative assessment cycle for reading and math to addressed educational needs of our students.
- Seek opportunities to work with students to improve direct services/interventions.
- Utilize a database for all student assessments to systematically look at current student performance.
- Using data to develop a systematic approach to intervene for reading and math to improve student performance.

Vision minus Action = Dream

Action minus Vision = Waste of time
VISION + ACTION = Changed Lives!

Region - County - District Code

47 - 52 - 1700

An Integrated School Improvement Plan

For Lincoln Elementary School

School Years 2010-2011, 2011-2012

Building Vision/Mission Statement:

The Dixon Public Schools, in cooperation with the community, will provide students with a comprehensive educational program which produces well-educated, self-sufficient, and involved citizens. Dixon Public Schools, Pre-kindergarten through twelfth grade, will provide all students with a rigorous, high quality, consistent curriculum delivered in a manner that allows all students to succeed.

School Attributes and Challenges:

We are entering our sixth year as a second and third grade building attendance center. We continue to believe that parents, students, and staff have realized many benefits as a result of our reorganization into community schools. We have been able to balance class sizes. Over the five years, staff has worked diligently to provide a curriculum that provides common learning experiences for all our students and meets the individual needs of students. Planning and instruction is improved through the work staff members do with their grade level team.

Community Attributes and Challenges:

Dixon, IL, population of 16,000, was established in 1830 along the scenic Rock River in Northwestern Illinois. Dixon is a quality city offering more parks per capita than any other city in the Midwest. The public and private school system provides quality education to about 4,000 students. Dixon Unit School district 170 provides attendance centers for elementary students of the community as well as one middle school and one high school. Dixon also has three parochial schools.

The city has a sizable and diversified industrial base and is home of Raynor Door Co. and the location of Rayovac Batteries North America Distribution Center. The city has an exceptionally high level of citizen involvement spearheading the development of a river-front master plan and the revitalization of our downtown. Dixon offers a wide variety of homes with several residential developments in progress or planned.

I. Demographics

1.1 BASIC SCHOOL INFORMATION Our school is: 1. ____Title I school-wide __x__ Targeted Assistance ____Non-Title I	Year 2004-2005	Year 2005-2006	Year 2006-2007	Year 2007-2008	Year 2009-2010
Attendance rate (%)	95%	96.5%	96.3%	95.3%	95.8%
Truancy rate (%)	0%	0%	.5%	0.2%	0%
Low Income (%)	43%	41.6%	47%	53.4%	47.4%
Mobility rate (%)	12%	13.3%	9.4%	7.9%	8.2%
Expulsion rate (%)	0%	0%	0%	0%	0%
Retention rate, if applicable (%)	2%	0%	.5%	0%	.5%
Parent Contact (%)	100%	100%	100%	100%	100%
HS graduation rate, if applicable (%)	NA	NA	NA	NA	NA
HS dropout rate, if applicable (%)	NA	NA	NA	NA	NA
School Enrollment	384	385	409	459	405
LEP (Limited English Proficient)	0%	0%	0%	0.7%	1.1%
White	86%	82.3%	82.4%	86.9%	85.1%
Black	7%	4.4%	3.2%	1.3%	1.6%
Hispanic	4%	4.4%	5.4%	4.8%	3.8%
Asian	2%	1.6%	1%	2.2%	2.3%
Native American	1%	0%	.2%	0%	0%
Teachers Working Out of Field (#)[2]	0%	0%	0%	0%	0%
Paraprofessionals in Title 1 funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)	0%	0%	0%	0%	0%

[2] "Out-of-field" means that a teacher is teaching a class for which he/she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

Other information about educator qualifications (ie % masters', % initial cert holders, ave yrs exp, certification information, etc):

All staff is highly qualified in their present positions.

Trends in Demographics (ie low income percentage, attendance, subgroup composition, graduation rate, etc):

Available data over the time we have been community schools has shown no statistically significant changes in the sub groups. The trend is one of consistent levels in the subgroups. The attendance data, truancy data, sub-group data is all very consistent from year to year. The fact that no significant changes appear will allow us to continue to track the interventions we have in place and monitor their effectiveness.

ENROLLMENT INFORMATION (required)		School Year 2006-2007		School Year 2007-2008		School Year 2007-2008		School Year 2010-2011	
		students	classrooms	students	classrooms	students	Classrooms	Students	classrooms
School population by grade:	**K**								
For elementary: Number of students/number of classes or classrooms	**1**								
	2	206	9	219	10	195	9	189	8
For upper grades: Number of students only	**3**	202	9	202	9	211	9	198	8
	4								
	5								
	6								
	7								
	8								
	9								
	10								
	11								
	12								
School population (total)									

Trends seen in enrollment? Increasing, decreasing? More classrooms, less classrooms? How is the building staff addressing these trends?

This year, due to budget cuts, we have class sizes slightly higher than in previous years due to eliminating a classroom at each grade. Class sizes at second grade are between 23 and 24 students. At the third grade level, we have between 24 and 25 students per room.

II. Data Collection

A. ISAT/PSAE— (state assessment results are required)

- **Building Subgroup Performance – use multi year charts or graphs of student progress**
- **Building Results for District Subgroups that are not Building Subgroups – use multi-year charts or graphs of student subgroup progress**

B. National test data (Stanford, ITBS, Terranova, etc)

C. Local test data (ISEL, rubrics, classroom assessments, STAR, etc)

D. Survey results (students, parents, staff, etc)

Building Subgroup Performance

Year	White # % M/E Reading % M/E Math	Low Income # % M/E Reading % M/E Math	Disability # % M/E Reading % M/E Math	LEP # % M/E Reading % M/E Math	Hispanic # % M/E Reading % M/E Math	Other: # % M/E Reading % M/E Math
2010	# - %R – 85.6 %M -- 91.1	# - %R – 80 %M -- 89.3	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2009	# - %R – 72.7 %M -- 88.1	# - %R – 66.2 %M -- 81.8	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2008	# - %R – 79 %M -- 90.1	# - %R – 69.2 %M -- 82.4	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2007	# - %R – 73.5 %M -- 89	# - %R – 66.2 %M -- 78.9	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2006	# - %R – 78.9 %M -- 89.2	# - %R – 69.8 %M -- 87.3	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA

In the FY 10 ISAT testing the overall scores for students were 84.7% meets/exceeds in reading and 91.1% for math**.**

Building Results for District Subgroups that are not Building Subgroups

Year	White #	Low Income #	Disability #	LEP #	Hispanic #	Other: #

	% M/E Reading % M/E Math	% M/E Reading % M/E Math	% M/E Reading % M/E Math	% M/E Reading % M/E Math	% M/E Reading % M/E Math	% M/E Reading % M/E Math
2010	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2009	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – 48.2 %M -- 72.4	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2008	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – 44.8 %M -- 72.4	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2007	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – 47.3 %M -- 63.1	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA
2006	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – 56.3 %M -- 75	# - %R – NA %M -- NA	# - %R – NA %M -- NA	# - %R – NA %M -- NA

III. DATA ANALYSIS AND GAP ANALYSIS WORKSHEET

School Improvement Team Members and Others Who Participated in the Data and Gap Analysis and Priority Setting	
Administrator: 2010-11 Dave Suarez / 2011-2012 Susan Johnson	Parent Representative: Vanessa Ankney
Staff 2010-2011f: Jennifer Gale, Danielle Simpson, Lindsy Stumpenhorst, Brian Shippert, Shana Engelkes, Shari Eddinger	Community Representative: Vanessa Ankney
Staff 2011-12 Jennifer Gale, Danielle Simpson, Lindsy Stumpenhorst, Shana Engelkes, Shari Eddinger and Jeff Masters	

Student Achievement Finding (Concern)	**Evidence? (Support in data collected--is it seen in more than one assmt?)**	**Possible reasons this is happening and what does research say will correct it?**	**Subgroup Concern or Multi-Year Trend?**
Lincoln's ISAT reading scores had fallen in FY 06 and FY 07. In the FY 08 school year the scores rose substantially from the previous year. They have continued an upward trend in FY 09	The ISAT data for FY 08 reading showed a rise in scores for all students. In FY 09 we saw a decline in scores. In FY 10 the scores were up again. The data from FY 09 shows reading scores for students with disabilities going up by 3.4% and math scores for this group staying the same. Our ISAT meets/exceeds for low income students were up 13.8% in reading and 7.5% in math.	Again this year, we attribute the rise in reading scores to our small group instruction model implemented in the FY 08 school year, our use of Response to Intervention, and another year of PBIS under our belt. Remediating individual academic and behavioral needs using these approaches has helped us to keep our scores advancing.	We are implementing a new schedule this year that builds in intervention times and creates large blocks of common time for teacher teams to work together to plan for struggling students.

and FY 10, but we want data over time to support our instructional changes as the cause of the upward trend.			Teachers will continue to implement the RtI model, along with PBIS, to better meet the needs of all our students.
Lincoln students performed well on the ISAT math with 91.1% of our students meeting or exceeding. In FY 10, our low income students were less than 2 percentage points below the school total. Students with disabilities did not perform up to the level of the overall school population.	Our FY 10 ISAT data was **very** impressive. The gains by the economically disadvantaged students increased between 7% and 14.2%. Our special needs students are, however, still below our total school score.	We see the consistent growth in our scores as an indication that our Tier I program is effective with most students. Staff will use Accelerated Math throughout the year to help meet the needs of students by helping them with skill acquisition and review. We are also using small group instruction to help remediate student math deficiencies.	Accelerated Math is a program that targets skills students fail to master. This approach allows staff to target skill development and deal with pacing issues. Staff can use AM to address individual student dificiencies.

Other analysis to consider regarding data collected (parent satisfaction surveys or staff needs assmt, prof dev evals):

Priority Area/Goal	Resources to Support Goal Achievement	Rank Order
90% of the third grade students will score at the Meets or Exceeds level on the FY 11 ISAT reading.	• Lincoln staff will use a variety of assessments to gather data to determine the effectiveness of the second and third grade reading programs/practices. The AIMSWeb assessments will be given to all students three times during the year to help monitor student progress. Other sources of data will include the ISAT, MAP, and informal assessments used in the classroom. • We will continue our implementation of the RtI model to help with specific identified student needs. • Title I staff at second and third grade will meet with the classroom teacher to help determine student's needs with the classroom teacher. This approach, coupled with MAP scores, will yield instructional groups. • Volunteer mentors will be used when available to help students improve reading skills. • The Accelerated Reader Program will be used to reinforce reading strategies taught in the classroom. • Staff development will be available to help increase teachers' knowledge, skills and abilities in implementing the RtI and PBIS programs. • Teachers will work in PLC meetings to better understand data use and how it should help drive instruction.	1
93% of the third grade students will score at the Meets or Exceeds level on the FY 11 ISAT math assessment	• Staff will continue to work in grade teams to plan instruction and monitor pacing of the curriculum. • AIMSWeb math assessments, M-CAP and M-CBAM, will be given three times a year to monitor student skill development. • Grade levels will continue to work to develop and implement common assessments for unit tests to allow for discussion of results. PLC meetings will be used to discuss assessments and results. • Staff development will be available to help increase teachers' knowledge, skills and abilities in implementing the RtI for math. • Second and third grade students will use Math Facts in a Flash in the Renaissance Lab to help students with memorizing basic facts for all operations. • MAP tests will be given and used to help plan instruction.	2

IV. Integrated Action Plan (copy these pages as needed)

GOAL # 1

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
90% of the third grade students will score at the Meets or Exceed level on the FY 11 ISAT reading assessment.	Reading is the basis for success in school. The Lincoln Staff believes that the implementation of a schedule with large blocks of common time for grade teams will allow us to implement the RtI model to the best advantage of our students.
EVALUATION FY 11 ISAT reading scores	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 AIMSWeb assessments will be given three times during the school year. Measures of Academic Progress (MAP) will also be given three times a year. Both tests allow us to universally screen all students for deficits. Teachers will use these assessments and informal assessment data to group students in ability groups that allow for specific interventions that focus on deficits shown in the assessments. Measure for this Activity AIMSWeb graphs for the universal screening and the progress monitoring and MAP data charts. Population/Subgroup Served All second and third grade students.	AIMSWeb and MAP screenings will be given in the first three weeks of school, at mid-year, and in the final three weeks of school. Progress monitoring schedules will be set up by the individual staff members.	Title I staff, classroom teachers, Lincoln counselor, and Lincoln principal	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS $1,289 CAPITAL OUTLAY TOTAL for the Activity $1,289 Possible Funding Source:

Activity 2 Staff will use the Professional Learning Community Meetings to review data to help group students according to skill deficit. Measure for this Activity Classroom teachers and Title I staff Population/Subgroup Served All second and third grade students.	Progress monitoring schedules will be set up by the classroom teachers. The schedule will reflect the need of the individual student.	Classroom teachers at second and third grade and Title I staff.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: NO COST
Activity 3: Staff members will attend workshops/conferences to help with the implementation of small group instruction. Measure for this Activity District/School staff development agendas Population/Subgroup Served Selected building staff.	Teachers will sign-up for staff development opportunities as they become available during the FY 11 school year.	Classroom teachers at second and third grade and building principals.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: NO COST Possible Funding Source .
SI			

GOAL # 2

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
93% of the third grade students will score at the Meets or Exceeds level on the FY 11 ISAT math assessment.	The trend in our math scores has been upward. We are very encouraged by this and are working to see that all subgroups attaint the 90% level.
EVALUATION FY 11 ISAT math scores	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 Teachers will continue to work in their grade level teams to assure that students are given like instruction at the Tier I level. Measure for this Activity Lesson plans and grade level meeting minutes Population/Subgroup Served All second and third grade students.	This is an on-going activity.	Classroom teachers at second and third grade.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity : NO COST Possible Funding Source:
Activity 2 Teachers will implement common assessments for the different units. Data will be kept to track student performance. Measure for this Activity Math tests given throughout the year. Population/Subgroup Served All second and third grade students.	Unit tests will be given throughout the school year.	Classroom teachers at second and third grade.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: NO COST Possible Funding Source

Activity 3 Staff will use the Professional Learning Community Meetings to review math data to help group students according to skill deficit. Measure for this Activity PLC agendas Population/Subgroup Served All second and third grade students.	PLC agendas will address math data throughout the school year.	Classroom teachers at second and third grade.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity NO COST Possible Funding Source

GOAL #3

(Write S.M.A.R.T. Goal – Specific Measurable, Achievable, Results Oriented, and have Target date)

SCHOOL IMPROVEMENT GOAL (A measurable goal based on gap analysis)	RATIONALE/STANDARDS FOR THE GOAL (e.g., supporting data, reasons that the goal is a priority)
The School-wide Positive Behavioral Interventions and Supports will be will continue to be implemented. The School PBIS team will work to evaluate guidelines and improve implementation.	Most of Lincoln's discipline/behavioral problems come from tardies, homework, and bullying. We believe that bullying can be lessened by a consistent, building wide implementation of PBIS guidelines. Homework issues will be discussed among staff to look for best practices with this issue. Tardy students at this age are not responsible for being to school on time. We will continue to work with parents to help get students to school on time.
EVALUATION PBIS surveys, ODR analysis, School climate surveys.	

SPECIFIC, **MEASURABLE** STEPS TO BE TAKEN (ACTIVITY/STRATEGY)	SPECIFIC TIMELINE (ie. Institues/SIP)	PERSONS ACCOUNTABLE (ie. for logistics, substitutes, trainers) AND FOR EVALUATION	BUDGET FOR THE ACTIVITY EXPLANATION OF EXPENSES
Activity 1 Lincoln School staff will work together to implement School-wide PBIS plan. PLC meetings will be used to discuss all aspects of implementation at Lincoln. Measure for this Activity PLC agendas and Staff meeting agendas Population/Subgroup Served Second and third grade students and staff	FY 11	Principal, PBIS team, staff	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity : NO COST Possible Funding Source: No cost to district

Activity 2 Train PBIS team in initial overview and implementation of tier 2 Universal System, train all staff in classroom implementation plan and implement classroom and tier 2 interventions. Measure for this Activity PBIS surveys, ODR analysis, School climate surveys. Population/Subgroup Served Second and third grade students and staff.	FY 11 School year	PBIS internal coaches, PBIS team, all classroom teachers and administrator.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: Possible Funding Source
Activity 3: Work to include parents in the PBIS process. This would include planning, implementation meetings, and celebrations. Measure for this Activity PBIS surveys, ODR analysis, School climate surveys. Population/Subgroup Served Second and third grade students	FY 11 School year.	PBIS internal coaches, PBIS team, all classroom teachers and administrator.	SALARIES/STIPENDS EMPLOYEE BENEFITS PURCHASED SERVICES SUPPLIES/MATERIALS CAPITAL OUTLAY TOTAL for the Activity: Possible Funding Source

Professional Development Needed for Goal and Evaluation Plan:

Dixon Public Schools is focusing staff development to encompass identified needs for a given year. Staff will be given staff development opportunities throughout the year that address these identified needs.

The district has a formal mentor program in place for new teachers and is included in Board policy. New teachers are assigned to work with a mentor teacher during their first year with the Dixon schools. New teachers meet with building administration before the school year begins. Information about district/building expectations and procedures, and a time for discussion is part of this meeting. Information packets are provided. Support for the new teachers is on-going throughout the year with required meetings conducted on a regular basis with the new teachers, mentor teachers, and building administrator. Informal meetings may take place at any time. Observations of effective teaching are also a component of the mentor program. Informal evaluation of the mentor program is conducted annually.

V. Budget/Resource Summary (by Funding Source)

Goal #	Activity	Title I	Title II	Title IV	Title VI	Tech	Voc Ed	Other Grants*	Gen Rev	Other	Other
1	1								$1,289		
1	3										
2	3										
3	2										
3	3										
TOTAL									$1,289		

* Explain, competitive or non-competitive grants:

District resources available for SIP work:

Scheduled half-day in-services and district institute days, grade level meetings, staff meetings, PLC days, and qualified staff members who can provide in-service opportunities to faculty on a variety of topics. Identified expenditures in the budget come out of Lincoln's building budget provided by the district.

External providers for SIP work (LODIS, ROE, Jr Achievement, etc). Identity and describe role:

ROE consortium to supplement staff development opportunities, LODIS – assist schools and families with identification and intervention strategies to improve daily attendance, Homeless Liaison – assist schools and families with identification and intervention strategies to improve daily attendance and connect families with other community resources.

VI. Reflection, Evaluation, Refinement

SIP Writing and Review (list the days and people involved in the SIP writing and review).

The plan took two SIP meetings to complete with the teacher, parent, and administrative team working on it. The plan was reviewed and discussed by the entire staff at a meeting.

Current curricular alignment to Illinois Learning Standards in building:

All lessons are aligned to the Illinois Learning Standards. District policy requires all teachers to identify in writing the Illinois Learning Standard taught for each lesson.

Procedures for periodic curricular ILS review:

Staff creates blueprints for lessons at the bi-weekly grade level meetings. They discuss lesson alignment to the Illinois Learning Standards as they create these blueprints.

Schedule of Institutes and SIP days for activities:

Institute Days: 8.23.10, 8.24.10, 10.8.10, 6.2.10

School Improvement Days: 9.27.10, 10.27.10, 1.27.11, 2.18.11, 3.15.11, 4.12.11, and 5.19.11

VII. Parent/Community SIP Notification

List the ways that the SIP and its periodic reviews will be shared with parents and community:

Communication of the NCLB/School Improvement Plan to the community takes place through Board of Education meetings, District Curriculum Committee meetings, newsletters sent to parents and business partners, newspaper articles, parent/teacher conferences, and PTO meetings. School Improvement Plans are kept on file at the building, and at the District Office for review.

Parents and community members will be asked periodically to serve on curriculum committees in order to give input regarding the School Improvement Plan. General PTO meetings also serve as a means to gather input.