



# Lincoln Douglas WORK PLAN FOR SCHOOL IMPROVEMENT

IL-EMPOWER

Whole Child, Whole School, Whole Community

Matthew Bohrer, Principal

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School Requested Planning Year: 2018-2019    Yes \_\_\_    No X

- I. Indicate current status of school performance against State-determined long-term goals.  
 (Include: performance of student groups, achievement gaps, and performance relative to indicators beyond academic achievement)

**Winter MAP Results**

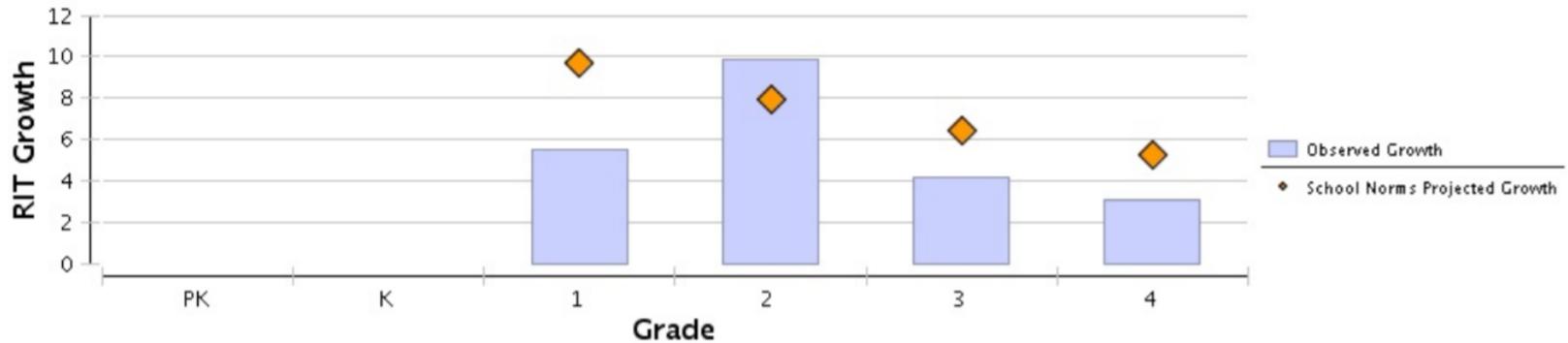
GROWTH <span style="color: green;">■</span>	<b>Aggregate by School</b>	<b>Term:</b> Winter 2018-2019	<b>Norms Reference Data:</b> 2015 Norms
		<b>District:</b> Freeport School District 145	<b>Growth Comparison Period:</b> Fall 2018 - Winter 2019
			<b>Weeks of Instruction:</b> Start - 3 (Fall 2018)
			End - 16 (Winter 2019)
			<b>Grouping:</b> None
			<b>Small Group Display:</b> No

**LINCOLN DOUGLAS ELEMENTARY**

Mathematics

Grade (Winter 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	0	**			**			**					**				
1	32	155.6	10.3	15	161.1	9.6	4	5.5	1.5	9.7	-3.04	1	32	11	34	30	
2	30	180.1	14.6	75	190.0	14.4	84	9.9	1.4	7.9	1.58	94	30	17	57	64	
3	35	184.7	13.6	19	188.9	12.8	11	4.2	1.0	6.4	-2.16	2	35	12	34	26	
4	34	195.7	11.0	17	198.8	13.3	10	3.1	1.0	5.3	-2.17	2	34	11	32	39	

**Mathematics**



Winter MAP Reading

GROWTH

Aggregate by School

Term: Winter 2018-2019  
 District: Freeport School District 145

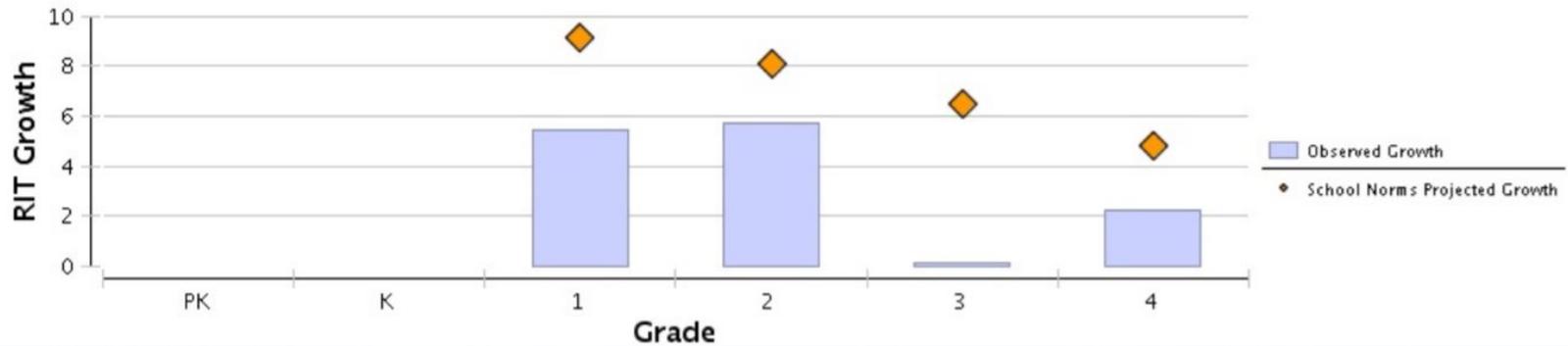
Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Winter 2019  
 Weeks of Instruction: Start - 3 (Fall 2018)  
 End - 16 (Winter 2019)  
 Grouping: None  
 Small Group Display: No

LINCOLN DOUGLAS ELEMENTARY

Reading

Grade (Winter 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	32	153.7	8.6	14	159.1	8.4	5	5.4	1.1	9.1	-2.88	1	32	9	28	16
2	30	176.8	12.0	67	182.5	11.6	52	5.7	1.3	8.1	-2.11	2	30	14	47	41
3	35	183.7	17.7	28	183.8	17.3	6	0.1	1.6	6.5	-6.88	1	35	9	26	13
4	34	195.5	15.3	37	197.7	15.2	23	2.2	1.3	4.8	-3.35	1	34	13	38	36

Reading



Winter MAP Science

GROWTH ■

**Aggregate by School**

**Term:** Winter 2018-2019  
**District:** Freeport School District 145

**Norms Reference Data:** 2015 Norms  
**Growth Comparison Period:** Fall 2018 - Winter 2019  
**Weeks of Instruction:** Start - 3 (Fall 2018)  
 End - 16 (Winter 2019)

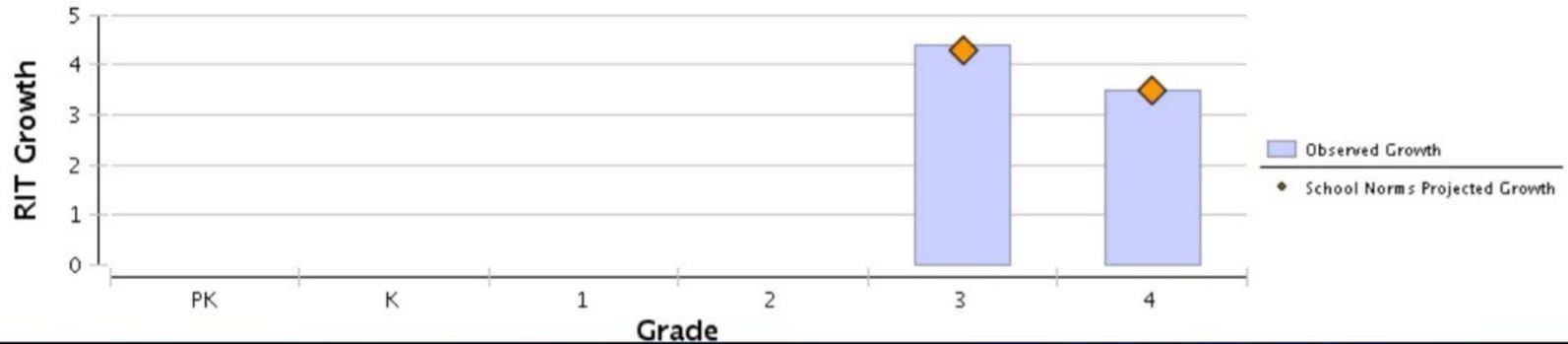
**Grouping:** None  
**Small Group Display:** No

**LINCOLN DOUGLAS ELEMENTARY**

Science - General  
 Science

Grade (Winter 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
K	0	**			**			**						**			
1	0	**			**			**						**			
2	0	**			**			**						**			
3	34	186.9	10.6	48	191.4	10.4	50	4.4	1.1	4.3	0.19	57	34	17	50	46	
4	33	193.3	11.3	42	196.8	8.9	42	3.5	1.1	3.5	-0.05	48	33	17	52	46	

**Science - General Science**



The data indicates that the Lincoln-Douglas students have shown growth in some key areas.

- Second grade surpassed their expected target in mathematics, and outscored their school peers in reading.
- Looking at the winter science scores, both the 3rd and 4th grade students met their their targeted scores.
- However, the greatest area of focus is in the area of reading. All grade levels fell short of their targets, but the 3rd grade students fell well short, and we must question these outcomes. In essence, the score would indicate that the students all chose to not take the test seriously, or there was some other explanation related to this score. There could be other causes for these results, and further investigation is needed. The three other grades grew slightly or their scores remained static. Again, these results were not expected, and further investigation is needed. It is important to note for those groups that showed improvement in reading did not have adequate improvement to show much, if any improvement on their percentile scores.

#### F&P Results for the Winter Assessment

- II. Summarize school findings based on Illinois Quality Framework Supporting Rubric needs assessment and/or other needs assessments conducted at the school.

## **Freeport School District 145**

School Improvement Plans (SIP) 2018-2019

*Lincoln-Douglas Elementary School*

*December 2018*

**Goal #1: By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter MAP Window in ELA.**

**Data Analysis: Lincoln-Douglas will evaluate, utilizing MAP results, at least 3 times per the school year. We will, during staff meetings, late arrival Wednesday meetings, and team meeting times, review, discuss, record, and evaluate outcomes from our MAP assessment. In addition, we**

will record specific student outcomes on a form that has been created by the district and elementary administrative team, and keep a running record of scores as they become available.

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Integration of PBL with the teacher evaluation focused on Domain 2 and 3.	2018-2019 School Year	Administrator, 21st Century Coordinator, and Staff	Increased Use of PBL  Formal/informal evaluations	21 <sup>st</sup> Century Teaching and Learning Matrix  PBL Resources  Evaluwise
Work with teachers on developing greater understanding of Student Centered Instructional Practices (D: 21 <sup>st</sup> Century Teaching and Learning Matrix)	Staff Meetings one time per quarter	Principal Led	Increased use of Student Centered PD Increased discussions about 21st Century learning	21 <sup>st</sup> Century Teaching and Learning Matrix  Online resources
Article sharing and discussions.	2018-2019 School Year	Administrator, 21st Century Coordinator	Increased knowledge of 21 <sup>st</sup> Century Teaching and Learning Have discussed 21s Century skills during staff meetings, team data times, and others	Educational articles
Increased use of technology in the classroom through 2 new mobile Chromebook labs especially at Kindergarten and 1st Grade Levels, but increasing participation throughout Lincoln-Douglas	2018-2019 School Year	Principal Classroom Teachers	Increase Use of PBL Increase Short Focused Research Encourage embedded technology use through lesson planning and instruction Students have utilized Chromebooks to participate in:	Use of Chromebooks within lesson to augment learning

			Google Classroom at 3rd and 4th grades PBL activity research Play Based Learning Centers at the Kindergarten level	
Observe and coach teachers utilizing the new ELA curriculum: School Wide, Foundations, Etc.	2018-2019 School Year	Principal Classroom Teachers	Increased MAP scores in both Math and ELA. Increased F&P Scores All students Reaching Growth Targets - We have seen positive growth throughout much of the building. One exception is at the 3rd grade level.	Foundations New ELA Curriculum
Work with Teachers to develop lessons that focus on learning, targeted outcomes, and increase fidelity. Additionally, work with teachers to develop lessons that focus on purpose and process, and less on outcomes.	2018-2019 School Year	Principal Classroom Teachers	More focused lessons More learning opportunity for students Greater organization for teachers as they plan. Working on this during PBL Think Tank times and collaborating with each other to develop lessons as one of the 35 early adopters. Lessons correlate with common core, the district curriculum, and report card standards.	Danielson Framework Danielson Lesson planning

**Goal #2: By June 1, 2019, 100% of students at Lincoln-Douglas will meet their expected projected growth at the end of the Winter Map Window in Math.**

**Data Analysis: Lincoln-Douglas will evaluate, utilizing MAP results, at least 3 times per the school year. We will, during staff meetings, late arrival Wednesday meetings, and team meeting times, review, discuss, record, and evaluate outcomes from our MAP assessment. In addition, we**

will record specific student outcomes on a form that has been created by the district and elementary administrative team, and keep a running record of scores as they become available.

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Integration of PBL with the teacher evaluation system	2018-2019 School Year	Administrator, 21st Century Coordinator, and Staff	Increased Use of PBL  Formal/informal evaluations	21 <sup>st</sup> Century Teaching and Learning Matrix  PBL Resources  Evaluwise
Work with teachers on developing greater understanding of Student Centered Instructional Practices (D: 21 <sup>st</sup> Century Teaching and Learning Matrix)	Staff Meetings one time per quarter	Principal, 21st Century Coordinator Led,	Increased use of Student Centered Instructional Practices	21 <sup>st</sup> Century Teaching and Learning Matrix  Online resources
Article sharing and discussions.	2018-2019 School Year	Administrator	Increased knowledge of 21 <sup>st</sup> Century Teaching and Learning	Educational articles
Increased use of technology in the classroom through 2 new mobile Chromebook labs especially at Kindergarten and 1st Grade Levels, but increasing participation throughout Lincoln-Douglas	2018-2019 School Year	Principal Classroom Teachers	Increase Use of PBL Increase Short Focused Research Encourage embedded technology use through lesson planning and instruction	Chromebooks Document Cameras Computers
Focus on continued, predictable use of all aspects of Bridges Curriculum, and ensure all teachers are delivering lessons with purpose and fidelity.	2018-2019 School Year	Principal Classroom Teachers	Student increased knowledge of math skills as shown through higher MAP and PARCC scores	Bridges Curriculum

**Goal #3: By June 1, 2019, 100% of teachers will have the opportunity to observe, discuss, and learn from other professionals in the teaching profession. (5 Essentials Data)**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Certified staff visiting classrooms in other locations	2018-2019 School Year	All certified staff	Certified staff will be invited to visit other schools and classrooms. Once they visit, they will present what they have learned at a staff meeting, grade level meeting, etc.	Other schools and classrooms This is a new program. Kindergarten has gone to Elgin to see Play Based instruction, and has come back to implement and report about their observations. Also, 3rd grade has visited BlackHawk Elementary. First grade as also visited other school settings within the district boundaries.

**Goal #4: By June 1, 2019, all grade levels will have ambassador representatives who are able to participate in age appropriate leadership opportunities.**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Create student leadership opportunities within the school setting	2018-2019 School Year	Students - Participating Teachers - Selecting students	Students participating on committees, potentially student council, being	1. Students being involved and listed as participants on meeting minutes

			ambassadors during parent meetings.	2. Students participating in ambassador opportunities. The students are involved in leading during parent visits, being recognized for their efforts within the classrooms.
Student Recognition publicly displayed. Intent is to recognize all students for making a positive contribution.	2018-2019 School Year	Students - Picture up in frames outside of office. Teachers - Selecting students	Students are recognized for a variety of achievements related to their school participation. Some ideas include: <ul style="list-style-type: none"> <li>● Improved behavior</li> <li>● Helping others</li> <li>● Participating</li> <li>● Leadership</li> <li>● Etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Front wall outside of office set up to recognize student's efforts.</li> <li>2. Teachers will select students to recognize.</li> <li>3. Image displayed outside the office</li> </ol>

**Goal #5: By June 1, 2019, if there is an unsafe classroom environment for students or staff, there will be a crisis plan in place and the plan will be implemented with fidelity.**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
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Create a safety plan for the building related to staff safety	2018-2019 School Year	SIT Team Building staff	Completion of, and implementation of the plan	Time SIT team
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**Goal #6: By June 1, 2019, 85% identified students will successfully CICO utilizing the CICO forms for our Tier 2 intervention process.**

**Data Analysis: Lincoln-Douglas staff will establish a firm check in and check out process for student who require more monitoring. As a practice, the Tier 2 team, or Yellow Team, will review this data monthly during the Tier 2, Yellow Team meeting.**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Student form	2018-2019 School Year	Teachers, Resource, Students	Increase completion of all CICO forms. We are seeing successful for about 80% of students who participate. For the remaining 20% they typically move to the 3rd tier for behavior.	PBIS Teams Skyward
Teacher data form	2018-2019 School Year	Teachers, Resource, Students	Increase completion of all CICO forms	PBIS Teams Skyward

**Goal #7: By June 1, 2019, 85% of Lincoln-Douglas' 4th grade students will be able to utilize organizational tools as presented through the AVID program.**

**Data Analysis: Lincoln-Douglas fourth grade students will be instructed on how to utilize organizational tool utilizing the AVID process. Since this is our first year as an AVID school, the team fully recognizes that organizational skills is an area that is sorely lacking, and our primary goal is to bring students to a point of independence and self-management. The team will meet monthly to discuss our AVID progress, and will discuss at least 3 times throughout the school year on progress made with student using the AVID organizational methods.**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Students will successfully organize themselves using AVID binders.	2018-2019 School Year	Teachers Administration	AVID Organization Rubric (AVID Created) Data was collected within the first month of the school year, and again in January. Data has been compared and growth on use of AVID ideas has been observed. All students seem to have some idea of 3 column notes, use of organizational binders, and levels of questioning.	AVID Teacher Principal

**Goal #8: By June 1, 2019, 100% of kindergarten and first grade students, at Lincoln-Douglas, will be exposed to PBL activities throughout the course of the school year.**

**Target: Lincoln-Douglas has made bringing PBL practiced a priority for our kindergarten and first grade students. Our teachers at these two levels will offer 3 PBL opportunities throughout the school year, and will develop and utilize rubrics, either self made or from programs such as PBLWorld, A-Z Learning, and through the district’s 21st Century Coordinator, to continually monitor and evaluate student growth throughout the school year. The team will meet at least 3 times throughout the school year: November, February, May, and discuss areas of strength as well as areas of growth we can improve upon.**

**Monitoring Plan:**

ACTIVITY	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Variety of lessons throughout the school year.	2018-2019 School year	Teachers - Lessons 21st Century Coordinator	Project Rubrics	PBLWorld A-Z Learning 21st Century Coordinator



### III. Identify any resource inequities, which may include budgeting, to be addressed through implementation of this improvement plan.

- We are wanting to address the need for teachers to continue developing instructional skills and continue to address building a positive, powerful, and rigorous learning culture within and throughout our school for student academic and emotional growth. Thus, one area we wish to make money available to pay for subs for teachers to utilize to visit other classrooms within Lincoln-Douglas as well as outside of the building. At our SIP meetings we would like to have \$5,000 available in order to seed this process.
  - One of our SIP goals is to continue to enrich learning through providing authentic, challenging, and meaningful opportunities for students to participate. Therefore, we are wanting to utilize funds to help pay for PBL and / or Defined STEM activities. Our thoughts we would like ~\$2,000 available to seed this initiatives.
  - Our goal is to provide students 1-1 tech access. We were unsure of the cost of what this might be to bring this to fruition.
  - Finally, our desire to continue to have professional development for all staff is a critical component to continued growth. We want to continue our growth by utilizing the ROE 8 for ongoing training in the following areas:
    - ACES
    - CICO and MTSS
    - More tutoring assistance
- Our initial estimate is this initiative will cost roughly \$5,000.

### IV. Detail activities, interventions, and strategies the school intends to implement to address needs identified earlier. Briefly describe how these strategies and interventions will address gaps in achievement and student inequities.

- [Review SIP Goals](#)
- Where to seek money to spend
  - Money for teacher's visits Subs \$100 per teacher
    - 10 Teacher (\$1,000 Total)
    - 1 day each
  - Sensory walk Materials - \$1,500
  - Summer PD
    - PBL
      - 2 Days
      - 5 Teacher
      - 6 Hours per day
      - No Meals
      - \$18.20 / Hour (\$1,092 Total)
      - \$4.33 Benefits (\$260 Total)
      - PBL Supplies \$467
        - Office supplies
        - Materials
      - Snacks \$100 (Hilldale Vender)

- Total (\$2,252)
  - ACES Training - ROE Led
    - August
    - \$650 for whole day training
    - 2 Days
    - 12 Teachers
    - 6 hours
    - \$18.20 / Hour (\$2621 Total)
    - \$4.33 Benefits (\$624 Total)
    - Light Snacks \$150
    - Supplies
      - \$467
    - Total (\$ 5,495)
- CICO - MTSS Training or PBIS Network
  - August
  - \$650 for whole day training
  - 1 Day
  - 3 Teachers
  - 3 hours
  - \$18.20 / Hour (\$164 Total)
  - \$4.33 Benefits (\$39 Total)
  - Light Snacks \$100
  - Supplies
    - \$466
  - Total (\$1,753)
- Reading Intervention Computer Based Software
  - NEWSELA
    - \$2,000 per grade level
    - Grades 3 and 4
  - Total \$4,000
- Running Total \$15,000



