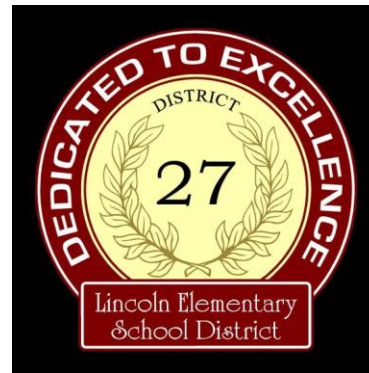


2023-2024

School Improvement Plan



School Name

Lincoln Elementary District #27

Ginger Chaudoin, Principal

Submission Date: January 5, 2024

Preliminary Information			
RCTD Number:			
District Name:	Lincoln Elementary District #27	School Name:	Washington-Monroe
Superintendent:	Kent Froebe	Principal:	Ginger Chaudoin
District Address:	304 8 th St.	School Address:	1002 Pekin Street
City/State/Zip:	Lincoln, IL 62656	City/State/Zip	Lincoln, IL 62656
District Phone #:	217-732-2522	School Phone #:	217-732-4764
District Email:	kfroebe@lincoln27.net	School Email:	gchaudoin@lincoln27.net
Is this plan for a Title I School? ✓ Yes No			

Vision

Working together to achieve success for all students.

Mission

To partner with parents and community to provide a high quality, comprehensive education that inspires students to reach their greatest potential.

Beliefs

We believe that all students can learn with the help of qualified, caring and attentive teachers. We believe all students require a safe, consistent and nurturing environment to reach their potential. We believe that students learn best when the school and families work together. We believe in building and sustaining relationships that last beyond the classroom.

Building Profile

Building Type

The school has students from Kindergarten to 5th grade. There are two sections of each grade level, two special education classes, a Reading Recovery program and a Speech and Language class. The building also includes a library, cafeteria and gym.

Unique Characteristics

Washington-Monroe supports all students from the federal housing complex that is located one block from the school. We are part of a community with four different school districts.

Community Make-Up

The community around the school is composed of low income to middle class families. The school is located two blocks from the downtown business district and across the street from the local police station.

Student Make-Up

There are 211 students enrolled in the school. The majority of the students are white with a growing black and multi-racial population. We have also seen an increase the number of Hispanic students in recent years. There is a 70% low income rate.

Demographics & School Information

	2020	2022	2023
Attendance Rate %	91%	93%	93%
Truancy Rate %	13%	11%	10%
Mobility Rate %	12%	13%	11%
School Population	219	195	195
Low Income %	66%	65%	69%
Limited English Proficient %	0%	0%	0%
Students with Disabilities %	20%	17%	12%
White, Non-Hispanic %	79%	77%	73%
Black, Non-Hispanic %	4%	2%	5%
Hispanic %	2%	2%	5%
Asian/Pacific Islander %	0%	0%	0%
Native American or Alaskan Native %	0%	0%	0%
Multiracial/Ethnic %	15%	11%	12%

2023 Testing Information

	Percentage Meeting/Exceeding Standards	
Student Groups	Reading	Math
All	40%	41%
White	40%	40%
Black	NA	NA
Hispanic	31%	39%
Asian/Pacific Islander	NA	NA
Native American	NA	NA
Multiracial/Ethnic	38%	38%
LEP	NA	NA
Students with Disabilities	0%	6%
Economically Disadvantaged	32%	34%

Average Class Size	Enrollment	# of Teachers	Student Mobility
15	195	16	11%

English Language Arts

Student Race/Ethnicity - Data & Analysis Students Meeting & Exceeding Standards on Reading State Tests											
	Year	All	White %	Black %	Hispanic %	Asian %	Native America %	Multiracial/Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
School	2023	40%	40%	NA	31%	NA	NA	38%	NA	0%	32%
	2022	33%	34%	NA	42%	NA	NA	29%	NA	0%	20%
	2021	24%	28%	NA	8%	NA	NA	NA	NA	6%	21%
District	2023	51%	52%	60%	43%	NA	NA	NA	NA	13%	42%
	2022	45%	45%	38%	39%	NA	NA	NA	NA	6%	37%
	2021	39%	40%	31%	36%	NA	NA	NA	NA	5%	33%
State	2023	35%	46%	17%	23%	63%	28%	39%	10%	1%	20%
	2022	30%	30%	13%	19%	59%	24%	34%	0%	0%	16%
	2021	30%	39%	11%	18%	56%	24%	31%	0%	0%	15%

Reading – By Grade Level - Data & Analysis Students Meeting & Exceeding Standards on Reading State Tests							
	Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
School	2023	35%	33%	57%			
	2022	26%	60%	21%			
	2021	21%	24%	27%			
District	2023	30%	39%	58%			
	2022	25%	45%	36%			
	2021	27%	30%	47%			
State	2023	29%	35%	35%			
	2022	27%	33%	31%			
	2021	28%	28%	29%			

Mathematics

Student Race/Ethnicity - Data & Analysis Students Meeting & Exceeding Standards on Math State Tests											
	Year	All	White %	Black %	Hispanic %	Asian %	Native America %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
School	2023	41%	40%	NA	39%	NA	NA	38%	NA	6%	34%
	2022	27%	30%	NA	33%	NA	NA	14%	NA	0%	20%
	2021	30%	30%	NA	42%	NA	NA	NA	NA	13%	21%
District	2023	31%	32%	26%	32%	NA	NA	17%	NA	9%	22%
	2022	28%	30%	6%	22%	NA	NA	12%	NA	4%	20%
	2021	27%	27%	13%	32%	NA	NA	20%	NA	7%	20%
State	2023	27%	37%	8%	14%	61%	21%	30%	8%	8%	13%
	2022	26%	35%	0%	13%	60%	19%	28%	0%	0%	11%
	2021	26%	32%	0%	12%	60%	19%	26%	0%	0%	10%

Math– By Grade Level - Data & Analysis Students Meeting & Exceeding Standards on Math State Tests							
	Year	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
School	2023	53%	31%	39%			
	2022	26%	48%	15%			
	2021	23%	48%	15%			
District	2023	38%	29%	38%			
	2022	31%	21%	25%			
	2021	39%	52%	33%			
State	2023	33%	28%	26%			
	2022	34%	26%	24%			
	2021	31%	23%	24%			

Data & Analysis School Benchmarking Data

Year	Star 360 Reading									Star 360 Math								
	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2023	85%	73%	46%	50%	45%	60%				NA	93%	53%	80%	63%	85%			
2022	95%	78%	76%	65%	83%	52%				NA	98%	67%	71%	87%	70%			
2021	78%	77%	52%	75%	63%	67%				NA	88%	66%	84%	75%	73%			

% of students meeting grade level target

Data Analysis – What does the School Report Card & Benchmarking data tell you about student performance in your school?

An analysis of the data shows that our overall percentage of students meeting in ELA increased from 33% to 40%. There are some disparities in the ELA data between economically disadvantaged students and Hispanic students as compared to white students. These groups scored 8% to 9% below white students. They also scored below the district average. There were gains in ELA scores for students in 3rd and 5th grades. The students in 4th grade did not make gains when compared to previous 4th grade scores however they did make gains from their 3rd grade scores. These students have been a targeted group for several years. They have received across the board intervention work in reading during 3rd and 4th grades. Grade level scores are consistent with students across the district and the state. Benchmarking data raises concern for our second and fourth grade students. This is in line with the 4th grade students' IAR scores. The second grade scores are being addressed through interventions in 3rd grade. These scores could possibly be contributed to new teachers and a lack of experience with the curriculum and issues with behavioral concerns.

An analysis of the data for Math shows that overall 41% of students met the criteria for the standards. These numbers increased from 27% the previous year and were above the district and state percentages. There are also no racial disparities in the percentage of students meeting the math standards. The grade level data was similar to the ELA data with only 4th grade not making gains from previous 4th grade groups but increasing from their 3rd grade scores. Benchmarking data remains consistent in all grade levels except for 2nd and 4th grades.

Behavior Data										
		Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2023	Expulsions									
	Out of School Suspensions	1		5	3	5	1			
	In School Suspensions			5		1				
2022	Expulsions									
	Out of School Suspensions				2					
	In School Suspensions				2					
2021	Expulsions									
	Out of School Suspensions			3						
	In School Suspensions									

of students

Data Analysis – What does the behavior data tell you about your school?

The behavior data portrays an accurate picture of the difficulties that we faced during the 2022-2023 school year. The number of suspensions both in and out of school were higher than I have witnessed in my career. There could be several factors that came into play. These include the growing rate of new teachers in the building following retirements and other changes in personnel. We also implemented a new SEL program during the year. The change in approach to dealing with behaviors and in veteran teacher's discipline plans was difficult. Overall this data was discouraging but helped to lead the way for changes and new practices that were implemented during the next school year. We are currently seeing many improvements in current behavior data.

What factors are likely to have contributed to these test results and behavioral data? Consider external and internal factors as well as demographics and building profile information.

There are many external factors that can contribute to the results in our data. One factor that continues to be difficult to overcome is the lack of instruction that students received during COVID closures and quarantines. Another external factor that often affects students in school is the lack of parental interest or connection to the school system and a lack of exposure to quality reading materials and activities outside of the school day. Internal factors that contribute to our results include a new ELA curriculum that is in its first full year of implementation. Through continued use of this research based and knowledge heavy curriculum, we plan to see a continued increase in the number of students meeting and exceeding standards. Another internal factors that could have affected the scores is the large number of new teachers and turnover that has taken place due to retirements and changes in staff.

Educator Support – What types of professional development are offered to help teachers continue to meet student needs?

We offer teachers a great deal of support and professional development. District #27 provides high quality, research based professional development throughout the year. Teachers receive four full day professional development days in-house, monthly early dismissal professional development and the opportunity to do outside professional development two times a year. Teachers participate in school and grade level PLC's. The district provides instructional coaching at all levels. Professional development includes continued learning on curriculum materials, social emotional learning, behavioral and classroom management, reading and writing strategies and math strategies. Teachers are surveyed to determine subjects and interests for professional development.

Interventions – Describe intervention strategies provided to students.

We use our problem solving team to review individual student data and determine needed interventions. Reading and math interventions are available to all students that require them. Student interventions are individualized based on student need and include but are not limited to, early literacy skills, phoneme, phonics, decoding, vocabulary, fluency and comprehension skills, early math skills, number recognition, identification, sequencing, fact fluency, and problem solving. We use research based interventions including, Great Reading Strategies, Countdown, Blast, HD Word, repeated readings, Zearn, math fluency and pre-teaching of new skills.

Student Services – Describe services available to students and families.

Many services are available to students and families. Services include Tier 2 and Tier 3 interventions, tutoring, individual and small group counseling, classroom lessons on social emotional learning and after school clubs.

Parent Involvement & Community Involvement – Describe ways the school involves families and the larger community.

Parents are welcomed into the school community at the beginning of each year with a family cook-out and open house. Parents are invited to be a part of the Parent Teacher Organization and attend monthly meetings. Families are invited to attend evening activities that include book fairs, concerts and family nights. The community is invited to all evening activities at the school. We also partner with local groups to provide needed supplies to families. Community groups provide weekly snack bags for low income students. Students and families also receive clothing, shoes, and coats when needed. We have partnerships with local businesses including the Lincoln Police Department, Lincoln Fire Department, Lincoln Memorial Hospital, Logan County Housing Authority and small businesses.

Next Steps – What next steps are implied by the analysis of all the listed factors and data.

Growth of current and new community partnerships is always a goal of the school community. Increased availability of tutoring services and after school activities is an area where we would like to grow and be able to provide more students with these opportunities. Hiring and sustaining excellent teachers is an important step in the continued growth of our students. In order to do this, we need to continue to grow and improve our new teacher services.

Teaching & Learning		
Focus of Review	What is Working	What is Needed
Learning Environment <ul style="list-style-type: none"> Provides comfort, security, support Reflects diversity and collaboration Captures interest Communicates honor and respect 	<ul style="list-style-type: none"> Child centered environment Safety plans, cameras, secure entrances Student Good Things shared daily Staff meet students at the door Honor student diversity 	<ul style="list-style-type: none"> Yearly updated safety plans More security cameras Practice safety plans Additional activities to honor student diversity Family survey
Learning Process <ul style="list-style-type: none"> Learning styles Connections Thinking and questioning Resources and tools 	<ul style="list-style-type: none"> Technology – classroom Promethean Boards, 1:1 Chromebooks, Educational Apps and curriculum materials, Google STEM Class 3rd – 5th grades Research based curriculums and interventions Instructional coaches Reading Recovery 	<ul style="list-style-type: none"> LETRS Training for more staff Increased opportunities for writing Curriculum planning and analysis Transition to reading coaches in K-2
Instructional Strategies <ul style="list-style-type: none"> Communication Delivery Facilitation Student tasks 	<ul style="list-style-type: none"> Direct Instruction Collaboration Grade level planning Vertical planning Technology use 	<ul style="list-style-type: none"> Continually update technology AI technology training Professional development
Student Response <ul style="list-style-type: none"> Participation Use of resources Confidence Comfort levels of all 	<ul style="list-style-type: none"> Multiple response systems; writing, typing, Chromebooks, oral, peer High levels of student participation Capturing Kids' Hearts Praise, redirection, confidence building 	<ul style="list-style-type: none"> Confidence building for students through student/teacher relationship building Increased student engagement Building a culture of learning

Student Learning, Progress and Achievement		
Focus of Review	What is Working	What is Needed
Curriculum Design and Alignment <ul style="list-style-type: none"> Common Core Standards and initiatives Local Standards and initiatives Mission and Vision School's Assessment System 	<ul style="list-style-type: none"> CKLA Reading Curriculum Eureka Math Curriculum Grade level PLC' Instructional Coaches 	<ul style="list-style-type: none"> Increased focus on writing Professional development on writing strategies Increased emphasis on independent problem solving and multi-step problems
Student Work <ul style="list-style-type: none"> What students write, make and read Activities that demonstrate what they know, understand and are able to do 	<ul style="list-style-type: none"> Showcase student work Classroom libraries Choice for production of work through varied sources including media 	<ul style="list-style-type: none"> Increase student work that involves writing Continue to grow classroom libraries with the latest books
Assessment Systems <ul style="list-style-type: none"> Purpose Alignment Relevance Formative Summative 	<ul style="list-style-type: none"> Standards based report cards PST Team meetings KIDS Assessment STAR Reading & Math Assessments Common Math Assessments 	<ul style="list-style-type: none"> Analyze assessment data and use that information to make daily decisions about instruction. Use formative instruction to make instructional decisions and be able to articulate those for individual students
Leadership & Administration <ul style="list-style-type: none"> Support for achieving goals Shared decision making Collaborative culture 	<ul style="list-style-type: none"> School Teams – SIP, SCC, PST, Grade Level Staff Meetings Staff Bonding Activities Weekly Newsletter Visibility in school and classrooms Feedback 	<ul style="list-style-type: none"> Staff survey Provide more feedback on informal observations
Professional Development <ul style="list-style-type: none"> Opportunities to learn and develop new skills Time Support to achieve goals 	<ul style="list-style-type: none"> Monthly early dismissals Four yearly institute days Release time for outside PD Grade Level Meetings New teacher monthly meetings 	<ul style="list-style-type: none"> Continue providing high quality PD to staff Provide more PD for classified staff on behavioral strategies.



Action Plan				
Objective Number	Objective			Deficiencies Addressed
1	Increase literacy and math achievement for all students.			ELA 40%, Math 41%
2	Increase family and student engagement activities outside of the school day.			Currently 6 yearly opportunities.
3	Increase writing skills for all students.			Literary Analysis low across all grade levels.
Objective # 1				
Description				
Increase literacy and math achievement for all students.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1	Increase reading and comprehending of grade level informational texts.	1/1/2024	Ongoing	
2	Increase reading and comprehending grade level literature.	1/1/2024	Ongoing	
3	Increase opportunities for practice of modeling and reasoning skills in math.	1/1/2024	Ongoing	
4	Increase opportunities for practice of measurement and data skills in math.	1/1/2024	Ongoing	
Objective # 2				
Description				
Increase family and student engagement activities outside of the school day.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1	Begin student after school clubs and activities	1/1/2024	6/1/12024	Grant
2	Weekly tutoring opportunities.	1/1/2024	6/1/2024	Grant
3	Add a spring family night at local housing community.	1/1/2024	6/1/12024	Grant
Objective # 3				
Description				
Increase writing skills for all students.				
Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1	Provide direct instruction on writing literary analysis.	1/1/2024	6/1/2025	
2	Provide direct instruction and increased opportunities for writing about reading in all subject areas.	1/1/2024	6/1/2025	
3	Provide increased independent practice with feedback for writing about math and reasoning.	1/1/2024	6/1/2025	