

ABRAHAM LINCOLN MIDDLE SCHOOL

School Improvement Plan 2007

Board Approval Date:	3/18/2008
Plan Submission Date & Ref No:	3/19/2008 - SIP07 - 001756
ISBE Monitoring Date:	ISBE Monitoring Not Started.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 041012050251009

District Name: ROCKFORD SD 205

School Name : ABRAHAM LINCOLN MIDDLE SCHOOL

Superintendent: DR DENNIS L THOMPSON

Principal :MICHAEL VALENTINE

District Address: 201 S MADISON ST

School Address : 1500 CHARLES ST

City/State/Zip : ROCKFORD, IL 61104

City/State/Zip : ROCKFORD, IL 61104

District Phone : (815) 966-3101

School Phone : (815) 229-2400

District Email :

School Email : valentm@rps205.com

Is this for a Title I School? Yes

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

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?	No
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	55.9		Yes	60.8		Yes	93.0	Yes		
White	100.0	Yes	100.0	Yes	73.2		Yes	77.5		Yes				
Black	100.0	Yes	100.0	Yes	40.1	50.1	No	43.1	47.5	No	91.2			
Hispanic	100.0	Yes	100.0	Yes	45.3	51.9	No	54.4		Yes	93.9			
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP	100.0	Yes	100.0	Yes	35.6	43.0	No	43.2	47.5	Yes	94.5			
Students with Disabilities	100.0	Yes	100.0	Yes	25.0	33.8	No	35.2	32.8	Yes	91.8			
Economically Disadvantaged	100.0	Yes	100.0	Yes	48.6		No	53.9		Yes				

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

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

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	91.3	91.2	91.0	90.3	92.2	93.0
Truancy rate (%)	14.2	12.6	12.2	12.7	7.6	4.8
Mobility rate (%)	19.9	19.3	20.5	24.6	21.7	14.1
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
HS dropout rate, if applicable (%)	0.0	-	0.0	0.0	0.0	0.0
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	959	1,001	981	991	943	845
Economically disadvantaged (%)	54.0	52.8	52.6	66.7	73.9	74.8
Limited English proficient (LEP) (%)	19.6	15.8	20.1	18.1	17.1	17.4
Students with disabilities (%)						
White, non-Hispanic (%)	54.0	50.4	50.4	47.0	42.0	36.8
Black, non-Hispanic (%)	17.2	17.3	20.0	23.5	27.8	29.3
Hispanic (%)	23.8	26.9	24.7	23.9	25.1	27.7
Native American or Alaskan Native (%)	0.2	0.0	0.0	0.1	0.2	0.1
Asian/Pacific Islander (%)	4.8	5.4	5.0	5.2	3.8	3.7

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	54.9	17.2	23.0	4.9	0.1	-
	2002	54.0	17.2	23.8	4.8	0.2	-
	2003	50.4	17.3	26.9	5.4	-	-
	2004	50.4	20.0	24.7	5.0	-	-
	2005	47.0	23.5	23.9	5.2	0.1	0.2
	2006	42.0	27.8	25.1	3.8	0.2	1.1
	2007	36.8	29.3	27.7	3.7	0.1	2.4
D I S T R I C T	2001	51.0	31.1	14.5	3.1	0.2	-
	2002	49.1	31.5	16.1	3.1	0.2	-
	2003	47.7	31.8	17.2	3.1	0.2	-
	2004	46.0	32.3	18.3	3.2	0.2	-
	2005	44.3	31.0	19.2	3.1	0.1	2.3
	2006	42.5	30.5	20.6	3.1	0.2	3.2
	2007	40.7	30.8	21.5	3.0	0.1	4.0
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

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	17.1	44.6	100.0	90.6	21.2	112.0	12.2	-	-
	2002	19.6	54.0	100.0	91.3	19.9	150.0	14.2	-	-
	2003	15.8	52.8	100.0	91.2	19.3	136.0	12.6	-	-
	2004	20.1	52.6	100.0	91.0	20.5	131.0	12.2	-	-
	2005	18.1	66.7	100.0	90.3	24.6	123.0	12.7	-	-
	2006	17.1	73.9	100.0	92.2	21.7	75.0	7.6	-	-
	2007	17.4	74.8	100.0	93.0	14.1	44.0	4.8	-	-
D I S T R I C T	2001	9.0	53.3	99.5	91.8	16.6	2,562.0	10.3	6.7	73.9
	2002	10.3	56.9	95.7	93.1	16.8	2,248.0	8.3	6.0	74.9
	2003	6.5	56.9	96.3	92.8	16.8	1,717.0	6.2	7.8	81.3
	2004	12.2	55.1	99.8	92.7	19.0	2,306.0	8.3	6.6	69.4
	2005	12.0	57.6	98.2	91.5	20.9	2,436.0	9.6	8.9	73.1
	2006	12.0	65.7	99.0	92.3	18.1	2,626.0	9.4	3.0	71.0
	2007	12.3	68.4	91.9	92.6	15.0	1,868.0	6.6	3.2	75.0
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

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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	2001	948	-	-	-	-	-	-
	2002	959	-	-	-	329	293	-
	2003	1,001	-	-	-	341	322	-
	2004	981	-	-	-	332	329	-
	2005	991	-	-	-	327	339	-
	2006	943	-	-	-	327	312	-
	2007	845	-	-	-	284	297	-
D I S T R I C T	2001	26,502	2,094	2,177	2,242	1,966	2,002	1,170
	2002	26,674	2,158	2,121	2,118	2,165	1,929	1,506
	2003	27,330	2,109	2,200	2,149	2,221	2,124	1,531
	2004	27,576	2,083	2,120	2,172	2,227	2,164	1,552
	2005	27,464	2,061	2,107	2,102	2,105	2,141	1,483
	2006	27,456	2,097	2,055	2,053	2,094	2,044	1,443
	2007	27,787	2,197	2,100	2,092	2,072	2,137	1,541
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	1,765.0	17.3	50,543	33.9	66.0	18.6	21.8	-	-
	2002	1,758.0	17.2	50,685	34.0	65.9	19.0	21.8	3.3	1.4
	2003	1,750.0	17.2	52,459	33.8	66.1	19.8	22.7	3.1	2.0
	2004	1,700.0	17.7	56,305	30.8	69.1	19.2	23.9	-	2.9
	2005	1,635.0	18.5	62,144	27.7	72.3	20.3	24.6	2.9	0.6
	2006	1,721.0	15.4	58,512	34.3	65.7	19.3	22.1	2.9	4.7
	2007	1,766.0	15.4	60,203	35.2	64.8	19.2	22.3	2.2	2.6
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	46.2	48.9	58.5	69.4	67.4
White	-	-	-	-	-	-	-	-	-	-	65.4	63.0	74.5	82.0	80.9
Black	-	-	-	-	-	-	-	-	-	-	22.0	28.2	36.4	56.3	54.4
Hispanic	-	-	-	-	-	-	-	-	-	-	15.0	17.3	38.1	46.6	52.7
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	45.5	69.2	60.0	-	76.5
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	16.2	8.0	30.0	35.7	32.6
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	31.7	37.7	49.2	65.1	59.3

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	53.5	51.7	56.4	48.3	69.4	67.4
White	-	-	-	-	-	-	70.9	71.1	70.5	61.2	82.0	80.9
Black	-	-	-	-	-	-	36.7	33.8	40.9	36.7	56.3	54.4
Hispanic	-	-	-	-	-	-	48.1	40.0	44.8	41.5	46.6	52.7
Asian/Pacific Islander	-	-	-	-	-	-	60.0	-	56.3	-	-	76.5
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	63.6	-	-	-	-
LEP	-	-	-	-	-	-	-	20.0	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	18.7	22.6	15.9	15.8	35.7	32.6
Economically Disadvantaged	-	-	-	-	-	-	45.8	45.7	49.7	43.7	65.1	59.3

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

Groups	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	38.8	30.3	31.4	63.9	68.9
White	-	-	-	-	-	-	-	-	-	-	54.7	41.3	44.8	73.6	83.2
Black	-	-	-	-	-	-	-	-	-	-	9.5	10.4	5.3	53.1	49.4
Hispanic	-	-	-	-	-	-	-	-	-	-	16.9	5.7	22.2	48.9	61.4
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	41.7	61.5	32.0	-	82.4
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	12.5	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	10.5	14.8	12.2	32.1	37.2
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	23.6	19.4	24.2	58.4	63.2

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

Groups	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	57.9	58.8	59.5	55.5	63.9	68.9
White	-	-	-	-	-	-	78.5	73.3	72.0	68.4	73.6	83.2
Black	-	-	-	-	-	-	30.4	37.0	39.8	41.8	53.1	49.4
Hispanic	-	-	-	-	-	-	60.8	70.6	55.2	52.8	48.9	61.4
Asian/Pacific Islander	-	-	-	-	-	-	70.0	-	68.8	-	-	82.4
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	27.3	-	-	-	-
LEP	-	-	-	-	-	-	-	60.0	15.4	12.5	-	-
Students with Disabilities	-	-	-	-	-	-	13.3	35.5	15.9	29.7	32.1	37.2
Economically Disadvantaged	-	-	-	-	-	-	50.0	54.3	53.8	48.9	58.4	63.2

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-A Data & Analysis - Report Card Data

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

The data shows that we have made improvements over the last few years. Lincoln students have demonstrated gains in reading as a whole, from 48.9 (meeting and exceeding) in 03-04 to 67.4 in 06-07; and gains in math as a whole, from 30.3 in 03-04 to 68.9 in 06-07. Both the Hispanic (61.4) and the Economically Disadvantaged (63.2) sub group populations meeting their targets in Mathematics. We still lag behind in certain subgroups. In reading, Black (40.1% meeting or exceeding), Hispanic (45.3%), LEP (35.6%), Students with Disabilities (25.0%), and Economically Disadvantaged (48.6%) groups do not meet the state required minimum standards; and in mathematics, the Black student subgroup does not, with only 43.1% of the sub-group meeting or exceeding.

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Section I-A Data & Analysis - Report Card Data

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

Our gains can be attributed to intervention reading groups, after-school programs, study clubs, a scientifically research-based math program, and data teams. Our weaknesses have been impacted by a variety of factors: lack of family support, language barriers, and student discipline are a few. Our turnout for parent/teacher conferences is poor with less than half of the student body being represented by a parents at them during 1st semester and an even poorer turnout for the spring conferences. Newsletters and postings on the school marquee have had little impact. Language barriers continue to be a problem for our LEP students. A large number of these students only hear english at school and struggle with language comprehension and expression due to this. While student discipline has dramatically improved over the last few years, going from approximately 4200 discipline referrals in 02-03 to just over 2000 in 06-07, we still deal with the class outbursts that inhibit the class as a whole and then deal with the punishment for these disruptions leading to the student missing valuable class time.

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

We see the benefits of a new mathematics program and believe that while we did have a slight hiccup in reading scores in 06-07 the intervention strategies that we are using in reading have shown to be very beneficial. Reading scores that show improvement from 48.9% meeting and exceeding to 67.4% meeting and exceeding over a three year period must be attributed to interventions that are working. For example, the scores for the 2006 7th grade reading in all areas improved when tested as 8th graders in 2007. We believe that continued improvement in discipline, by continuing to be consistent with the discipline code and an increased effort to involve parents by more parent contacts and phone invitations to attend PTO and parent/teacher conferences, and the continued efforts of staff to identify students with intervention needs we will continue to see academic growth with our students.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-B Data & Analysis - Local Assessment Data (Optional)

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

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

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Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

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Section I-C Data & Analysis - Other Data (Optional)

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 tell you?

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

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

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Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

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Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

Lincoln is allocating monies for implementing the use of up-to-date technologies within the classroom as well as providing training for its staff to use those technologies.

Lincoln is also working to provide it’s staff with training in the new math curriculum and reading strategies to continue our growth.

There has been increased email contact between staff and parents as well as the use of school voice mail to improve teacher/parent communication.

The increased use of a computerized grading system enables the teacher to make current grades more accessible to both the parent and student.

Teachers have initiated teacher websites to inform both the parents and students of lessons taught and assist students with further explanation and understanding when needed.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Students with disabilities are deficient in Reading Meets and Exceeds
3. LEP students are deficient in Reading Meets and Exceeds
4. Hispanic students are deficient in Reading Meets and Exceeds
5. Black students are deficient in Reading Meets and Exceeds
6. Black students are deficient in Mathematics Meets and Exceeds

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Our current achievement in Reading for the Economically Disadvantaged students is 48.6% meeting and exceeding.

Students with disabilities' current achievement in Reading is 25% meeting and exceeding.

LEP students' current achievement in Reading is 35.6% meeting and exceeding.

Our Hispanic students' achievement in Reading is 45.3% meeting and exceeding.

Lincoln's Black students' achievement in Reading is 40.1% meeting and exceeding.

The above mentioned subgroups will make AYP of at least 62.5% in 2008 and 70% in 2009 or Safe Harbour.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

This objective covers the following AYP deficiency areas.

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Students with disabilities are deficient in Reading Meets and Exceeds
3. LEP students are deficient in Reading Meets and Exceeds
4. Hispanic students are deficient in Reading Meets and Exceeds
5. Black students are deficient in Reading Meets and Exceeds

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Lincoln will utilize Reading intervention groupings to place students at their current reading ability level and use strategies to elevate their individual reading ability level to grade appropriate levels.	08/2007	06/2009	During School	Other	0.0
2. study clubs will be utilized after school to assist the students with tutoring sessions to improve their understanding of the core curriculum	08/2007	06/2009	After School	Title I	3,000.00
3. Scholastic Reading Inventory testing will be done twice a year, once at the end of the 1st semester, to determine appropriate reading placement for the 2nd semester, and once again at the end of the 2nd semester to give guidance for placement at the beginning of the next year. New students will be tested upon enrollment.	08/2007	06/2009	During School	Other	0.0
4. pre and post-testing will be done curricularly in all classes at the beginning and end of each unit of study.	08/2007	06/2009	During School	Other	0.0
5. TIE testing will be utilized to assess the students progress at the end of 1st, 2nd, and 4th quarter in all subjects that use the TIE.	08/2007	06/2009	During School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Curricular workshops offered by KIDS will be utilized to improve the teachers understanding and delivery of the curricular standards. Activities to include, but not limited to: Reading Strategies training, Classroom Management training, and Standards Based Curriculum trainings.	08/2007	06/2009	After School	Title I	5,000
2. The training of teachers and students in test preparation and practice by the Reading Intervention Specialist during staff meetings and School Improvement Days for teachers and classroom learning activities for the students.	08/2007	06/2009	During School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Establishment of a PTO, Lincoln will put renewed effort into the formation of a parent/teacher organization. The administration will appoint a liaison to formulate a plan to actively recruit and organize a group of parents and teachers to start this organization.	08/2007	06/2009	After School	Other	0.0
2. Parent orientation activities, such as an open house for incoming 6th graders at the end of the school year and an open house at the beginning of the year for parents to come and meet their student's teachers and to become familiar with the school and how it functions.	08/2007	06/2009	After School	Title I	1,000.00
3. Parent newsletters will go out with report cards each quarter and a parent and student handbook will be given to the parent and student at an orientation and registration.	08/2007	06/2009	After School	Title I	1,000.00
4. Increased communication through technology will help teachers keep in constant contact with the parents through the use of e-mail and the district's automated phone caller system.	08/2007	06/2009	After School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Students deficient in Reading will attempt to make gains to meet the adequate yearly progress goals.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

The strategies will be monitored by evaluating all test results on a continuous basis to determine weaknesses and areas of needed improvement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____	Title _____
Mike Valentine	Principal
Jason Grey	Assistant Principal
Sybil Perla	Reading Intervention Specialist

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement in Mathematics for Black students is 43.1% meeting and exceeding, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009 or Safe Harbour.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part A. Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

This objective covers the following AYP deficiency areas.

6. Black students are deficient in Mathematics Meets and Exceeds

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

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Lincoln teachers will utilize pre and post-testing of the districts core curriculum to continuously evaluate the students' performance and to evaluate deficiencies and areas that may need to be re-taught.	08/2007	06/2009	During School	Other	0.0
2. Study clubs will be utilized after school to assist the students with tutoring sessions to improve their understanding of the core curriculum.	08/2007	06/2009	After School	Title I	3,000.00
3. TIE testing will be utilized to assess the students' progress at the end of 1st, 2nd, and 4th quarter.	08/2007	06/2009	During School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Send teachers to curricular workshops offered by KIDS and the District such as: Connected Math trainings, Math Strategies workshops, and Classroom Management workshops.	08/2007	06/2009	After School	Other	5,000
2. Additional training of the teachers in test preparation and test taking strategies by the Math Intervention Specialist during Staff Meetings, Institute days, and School Improvement Days.	08/2007	06/2009	During School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Establishment of a PTO, Lincoln will put renewed effort into the formation of a parent/teacher organization. The administration will appoint a liaison to formulate a plan to actively recruit and organize a group of parents and teachers to start this organization.	08/2007	06/2009	After School	Other	0.0
2. Parent orientation activities, such as an open house for incoming 6th graders at the end of the school year and an open house at the beginning of the year for parents to come and meet their student's teachers and to become familiar with the school and how it functions.	08/2007	06/2009	After School	Title I	1,000.00
3. Parent newsletters will go out with report cards each quarter and a parent and student handbook will be given to the parent and student at an orientation and registration.	08/2007	06/2009	After School	Title I	1,000.00
4. Increased communication through technology will help teachers keep in constant contact with the parents through the use of e-mail and the district's automated phone caller system.	08/2007	06/2009	After School	Other	0.0

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Black students will attempt to make gains in Mathematics to meet the adequate yearly progress goals.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

The strategies will be monitored by evaluating all test results on a continuous basis to determine weaknesses and areas of needed improvement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Title _____

Mike Valentine

Principal

Jason Grey

Assistant Principal

Carol Branca

Mathematics Intervention Specialist

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part A - 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.

Parent notification is accomplished through quarterly report cards, quarterly progress reports, bi-annual parent-teacher conferences, annual standardized testing reporting, student handbooks and quarterly school newsletters.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

KIDS Data Team representatives have directly worked with staff in evaluating school data and worked cooperatively with teachers to implement various teaching strategies to improve student reading scores.

During regular school staff meetings, staff discuss and determine strategies to be utilized within the classroom to help students increase reading scores.

When possible, mentoring programs have been put in place to assist newly hired Lincoln staff as well as community personnel being brought in to assist staff with implementing the latest and most current reading strategies.

Questions and comments from parents were brought to the SIP committee about curricular issues and school to home communication. Those thoughts were addressed and it is the hope of the SIP team to use the newly formed PTO as a launching mechanism to get more parents involved in the SIP process.

The team members are Mike Valentine, Principal; Jason Grey, Assistant Principal; Sybil Perla, Reading Intervention Specialist; Carol Branca, Mathematics Intervention Specialist; Pam Regan, Counselor; Andrea Peterson, Counselor, John George, School Resource Officer; Paul Stalter, Mathematics Teacher; Larry Simmert, Parent; Sue Orr, Data Team Coach; Cindy Rhines, Data Team Coach, and Mary Beth Mickelsen, Attendance Secretary and Registrar.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part C - 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

The Regional Office of Education (ROE) will provide training in the SIP process in November and December 2007. SIP Monitoring/Scoring training will be provided to reviewers in December 2007 and January 2008. Ongoing support from the ROE will support the correct and effective evaluation of School Improvement Plans. Representatives of SIP Teams will meet with their tier-level's District Administrator to discuss their plans and ensure clarity on or before February 15, 2008. SIP teams will pair with other schools in their tier level during the next two week period to review and refine their plans. Schools will submit their final plans to the Peer Review Committee on or before February 29, 2008.

The Peer Review Committee shall consist of the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Student Services, and the Assistant Superintendent for Community Outreach and Procedures. All members of the Peer Review Committee will be trained in the SIP process by ROE and/or RESPRO staff. School Improvement Plans based on 2007 Data will be submitted to the Board of Education on March 18, 2008. Approved School Improvement Plans will be submitted to the Illinois State Board of Education immediately following approval by the Rockford Public Schools' Board of Education.

Plans that must be revised based on 2008 data will be peer reviewed utilizing the same process. Dates will be adjusted to reflect the appropriate timeline generated based on receipt of 2008 State Assessment data, e.g. ISAT, IAA, or PSAE.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part D - 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 major focus of the RPS new teacher induction program is the work of mentors trained in the Frameworks for Professional Teaching available through the New Teacher Center in Santa Cruz, California. Our Illinois partner for training and implementation is The Consortium For Educational Change (CEC). The program is based on the acquisition of Illinois Professional Teaching Standards (IPTTS) taught through the use of Danielson's Frameworks Induction Program. This program incorporates Danielson's Four Domains of Professional Practice: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. These domains include methods of inquiry for content knowledge, an understanding of human development, approaches to learning that address diverse learner needs, planning for instruction, the creation of engaging and stimulating learning environments, a range of models for instructional delivery, the development of a range of communication skills, the use of formal and informal assessment strategies to support student academic development, the nurturing of collaborative relationships, and an emphasis on high standards of professional conduct.

In line with the above research and standards, this project values: (1) teaching as a career-long developmental process; (2) teaching as a continuous cycle of teaching, assessment, reflection, and re-teaching; (3) professional standards and a focus on student achievement as central to the improvement of practice; (4) teacher development as occurring best in a collegial environment where the sharing of expertise is valued; and (5) a teacher's professional growth as central to the improvement of student achievement.

All mentors are retired teachers who complete a 12 day training program provided by CEC in the Frameworks program. In addition mentors attend monthly support sessions to improve their practice. Mentors are assigned 3-5 new teachers to guide during the year. Mentors schedule and average of 1.5 hours of work with new teachers each week. Professional development is offered to teachers in specific grade level and subject areas during the year. Professional development is provided by the RPS curriculum department, school based coaching, the Regional Office of Education, Golden Apple Foundation as well as the RPS induction program.

A final evaluation of the mentoring project is submitted the Illinois State Board of education each summer. Mentors maintain time logs that document the time spent each week with each of their protégés and the topic of their sessions. The time logs are submitted to the grant manager for tabulation and review and do not contain confidential information. Time logs will be used for formative assessment during year two of the project. An annual survey of participants is completed to inform the evaluation report.

For the first time in 2007-08 induction support was extended to second year teachers who completed the first year of the mentoring program. All RPS mentoring service are voluntary for first and second year teachers.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part E - 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). Identify corrective actions taken by the district if applicable.

The School Improvement Plan for each district building was developed with support and services provided by the Rockford School District. District assistance and participation in the plan included provision of data, data analysis, technical assistance, assessment coordination, intervention design, funding support, professional development opportunities, collaboration with community and curricular support. The following representatives from Rockford District 205 provided resources for the development and implementation of the plan:

The Rockford Board of Education

Mrs. Linda Hernandez, Superintendent of Schools

Mr. Thomas Hoffman, Chief Operations Officer

Ms. Colleen Cyrus, Assistant Superintendent of Student Support

Dr. Thomas Schmitt, Assistant Superintendent of Community Outreach and Procedures

Ms. Marcia Strothoff, Assistant Superintendent of Curriculum & Instruction

Dr. Michael Kuzniewski, Executive Director of Research, Federal Programs and Grants

Mr. Edward Portillo, Director of Bilingual Education

Dr. Vinest Steele, Director of Title I

Mr. Bob Corder, Director of Human Resources

Mr. Frank Schepley, Assessment Specialist

Ms. Shirley Chrestman, Special Education Supervisor

Mr. Jon Malone, Special Education Supervisor

Mrs. Linda Oshita, Title I Curriculum Coordinator

Mrs. Anita Hughes, Reading Coordinator

Mrs. Sue Mainville, Math coordinator

Mr. Ed Hayden, Coordinator of Social Work

Ms. Maggie Kempel, Project Coordinator

Ms. Sherrie Bias, NCLB Officer

The primary support intervention for all schools throughout the 2007-2008 and 2008-2009 school years will be a systematic, continuous monitoring of school implementation by the District Leadership Team. Reading and Mathematics progress is summarized on a trimester

basis for elementary schools and a quarterly basis for secondary schools and then presented to the District Leadership Team.

Implementation progress and goal achievement of each plan shall be reviewed, evaluated, and modified on an ongoing basis. The timeline for these reviews is as follows:

Elementary Schools – first Tuesday of each month, September – May;

Middle Schools – first Wednesday of each month, September – May; and

High Schools – first Friday of each month, September – May.

School teams are required to present implementation progress on the various components and goals of the SIP. The progress will be reported to the entire SIP Team, parent organization(s), community stakeholders, and faculty members on a quarterly basis via formal meetings. Input received via the meetings will be reviewed for possible inclusion in the SIP as an amendment. Stakeholder groups must agree upon the proposed revision(s) to the SIP document prior to its/their inclusion in the SIP document.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part F - 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.

RESPROS has provided training opportunities along with monies to pay for various professional development.

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Sue Orr	Data Team Coach
2. Cindy Rhines	Data Team Coach
3. Marcia Strothoff	Assistant Superintendent of Curriculum
4. Jan Bowman	RESPRO Coordinator

ABRAHAM LINCOLN MIDDLE SCHOOL - ROCKFORD SD 205

Section IV-A Local Board Action

DATE APPROVED by School Board : 3/18/2008

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 reflect the alignment of curriculum, instruction, and assessment 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 this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent