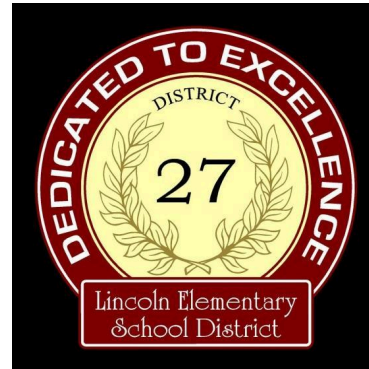2023-2024

School Improvement Plan

Central Elementary School
Adams Elementary School
Lincoln Elementary District #27
Kelly Bogdanic/Christa Healy
Principal

Submission Date: January 11, 2024

Preliminary Information			
RCTD Number:	(c)170540270022004 (A)170540270022003		
District Name:	Lincoln Elementary District #27	School Name:	Central & Adams
Superintendent:	Kent Froebe	Principal:	Kelly Bogdanic/Christa Healy
District Address:	304 8th St.	School Address:	100 7th St/1311 Nicholson Rd
City/State/Zip:	Lincoln, IL 62656	City/State/Zip	Lincoln, IL 62656
District Phone #:	217-732-2522	School Phone #:	217-732-3386/2177323253
District Email:	kfroebe@lincoln27.net	School Email:	kbogdanic@lincoln27.net chealy@lincoln 27.net
Is this plan for a Title I School? **X** Yes No			

Vision

 It is the vision of Central/Adams Schools to actively engage all students in a positive, safe, caring learning environment. The staff will aim to provide this atmosphere through consistent cooperation and support to maintain a structured, yet flexible student-centered climate. by establishing a collaborative relationship between staff, parents and students, we can work together to create progressive schools

Mission

The educational community of Central/Adams believes that the society we have tomorrow depends on how we nurture, educate and challenge our children today. The care, wisdom, time and guidance we invest in our children will result in productive, responsible students of the future. Together, we continue to promote the principles of self-esteem, self-discipline and respect for others. It is our goal to provide a positive environment for all children to stimulate their love for learning and to inspire them to reach their potential as lifelong learners.

Beliefs

We believe that students can learn and experience success with the help of qualified, caring, attentive teachers. We believe that all students require an environment that is safe, consistent and nurturing to reach their full potential. We believe that individual students need to be valued and supported through differentiated instruction. We believe that students learn best when the school and families work together.

Building Profile

Building Type

Central: serves approximately 176 students attending K-5 grades. The building has 13 classrooms, equipped with internet and Newline Interactive Boards. Separate space is devoted to art, music, guidance, reading recovery, RtI Interventions and speech. The building includes a library, gym and common area.
Adams: serves approximately 107 students attending grades Pre K-2. The building has 6 classrooms equipped with internet access and Newline boards. A separate space is devoted to speech and reading recovery.

Community Make-Up

The population of Lincoln is approximately 14,500. We are a part of a community that has 4 school districts. These elementary school districts all feed into 1 high school. Lincoln has 2 prisons, one female, one male. Recently the town has been devastated with the closure of 2 colleges. The community around the schools is composed of low to middle income families.

Unique Characteristics

Central: Is one of four elementary building within District #27. Central has one section of grades K-2 and has 2 sections of grades 3-5. Central is one of the newest buildings in the district, being built in 2003. Teacher retention rates are at 88% which has gone up approximately 10%. Our daily attendance for the 2022-2023 school year was 94%. The average class size is 18 students.

Adams: is the only elementary school within district #27 that is a Pre K-2. Approximately 97% of students entering 3rd grade transfer to Central. Teacher retention rate for Adams is 79% with several retirees over the past couple years. The average class size is 15 students. The average daily attendance for the 2022-2023 school year was 93%.

Student Make-Up

Central: There are just under 200 students. The student population is 90% white, non hispanic. 20% of Central's students have an identified disability and most students are low to middle income households. 47% of students meet the low income criteria.

Adams: There are 107 students. The student population is 84% white, non hispanic. 77% of students meet the low income standards. 36% of Adams students have an identified disability.

Demographics & School Information

	2021	2022	2023
Attendance Rate %	96	93	94
Truancy Rate %	12	11	18
Mobility Rate %	13	11	15
School Population	170	161	176
Low Income %	44	46	47
Limited English Proficient %	<1	<1	<1
Students with Disabilities %	24	22	20
White, Non-Hispanic %	84	85	90
Black, Non-Hispanic %	5	<1	<1
Hispanic %	2	<1	<1
Asian/Pacific Islander %	<1	<1	<1
Native American or Alaskan Native %	<1	<1	<1
Multiracial/Ethnic %	8	6	<1

2023 Testing Information

	Percentage Meeting/Exceeding Standards	
Student Groups	Reading	Math
All	46	45
White	48	45
Black	-	-
Hispanic	-	-
Asian/Pacific Islander	-	-
Native American	-	-
Multiracial/Ethnic	-	-
LEP	-	-
Students with Disabilities	5	16
Economically Disadvantaged	33	33

Average Class Size	Enrollment	# of Teachers	Student Mobility
18	176	13	15%

English Language Arts

	Year	All	White %	Black %	Hispanic %	Asian %	Native America %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %

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	2023	50	51	N/A	N/A	N/A	N/A	N/A	N/A	16	41
	2022	46	48	N/A	N/A	N/A	N/A	N/A	N/A	5	33
	2021	50	50	N/A	N/A	N/A	N/A	N/A	N/A	9	53
District	2023	51	52	60	43	100	N/A	39	20	13	42
	2022	45	45	38	39	N/A	N/A	41	0	6	37
	2021	39	40	31	36	N/A	N/A	23	N/A	5	32
State	2023	35	46	17	23	63	28	39	10	8	20
	2022	30	39	12	19	59	24	34	7	6	16
	2021	30	37	11	18	56	24	31	5	6	15

Reading – By Grade Level - Data & Analysis Students Meeting & Exceeding Standards on Reading State Tests

	Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
School	2023	25	56	77			
	2022	38	41	23			
	2021	43	29	46			
District	2023	29.5	38.9	58			
	2022	26.5	44.9	36			
	2021	25.3	29.8	46.2			
State	2023	28.8	35.4	35.2			
	2022	27.4	32.6	30.1			
	2021	28	27.8	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**	45	45	N/A	N/A	N/A	N/A	N/A	N/A	16	33
	2022	28	30	6	N/A	N/A	N/A	N/A	N/A	5	33
	2021	37	41	N/A	N/A	N/A	N/A	N/A	N/A	18.2	32.3
District	**2023**	31	31	26	32	100	N/A	17	20	9	22
	2022	28	30	6	21	N/A	N/A	12	0	4	20
	2021	25	27	13	32	N/A	N/A	20	N/A	6	19
State	**2023**	27	37	8	14	61	21	30	8	8	12
	2022	26	35	6	12	60	19	28	7	7	11
	2021	25	32	6	12	59	19	25	5	7	10

	Reading – By Grade Level - Data & Analysis Students Meeting & Exceeding Standards on Math State Tests					
	Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
School	**2023**	42	47	47			
	2022	38	41	23			
	2021	43	29	46			
District	**2023**	37.6	28.8	38			
	2022	30.4	34.7	25			
	2021	39.1	21.2	33			
State	**2023**	33	27.7	25.6			
	2022	33.8	26.2	23.9			
	2021	30.6	23.2	23.7			

Data & Analysis School Benchmarking Data

Year	Star 360 Reading									Star 360 Math								
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	K	1st	2nd	3rd	4th	5th	6th	7th	8th
2023	22%	33%	41%	66%	60%	59%				N/A	40%	68%	70%	75%	89%			
2022	85%	64%	74%	62%	72%	83%				N/A	84%	71%	86%	73%	70%			
2021	100%	77%	67%	65%	64%	65%				N/A	77%	83%	69%	73%	72%			

% of students meeting grade level target

Data Analysis – What does the School Report Card & Benchmarking data tell you about student performance in your school?
Data analysis of reading: Central continues to see the long term effects of the Covid Pandemic. The majority of our Kindergarten, First and Second graders did not attend a formal preschool program before Kindergarten. This means that at the Kindergarten and First grade level we are spending more time working on procedures and routines with our students. We have been able to target the students that are struggling and taken them to our problem solving team, assessed their needs and have them placed in a tiered intervention to bridge the gap in reading.   Although Central reading scores are lower than expected, Central continues to rank above the state average in reading on the IAR scores.   District #27 introduces a new reading curriculum in the 2022-2023 school year. The new curriculum is CKLA and it is used across all grade levels. This curriculum is supported by the Curriculum Director and coaches to oversee and support teachers using this curriculum.   Data analysis of math: Central continues to see improvement in our math scores both in our Star 360 scores and our IAR scores. We continue to score much higher than the state average in Math on the IAR each year.

Behavior Data		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
2023	Expulsions	0	0	0	0	0	0			
	Out of School Suspensions	0	0	0	2	3	2			
	In School Suspensions	0	0	2	3	2	4			
2022	Expulsions	0	0	0	0	0	0			
	Out of School Suspensions	0	0	0	1	0	2			
	In School Suspensions	0	0	0	0	0	0			
2021	Expulsions	0	0	0	0	0	0			
	Out of School Suspensions	0	0	0	0	0	2			
	In School Suspensions	2	0	1	0	2	3			

# of students

Data Analysis – What does the behavior data tell you about your school?
Student engagement is high and requires little out of classroom discipline. Teachers and staff are trained to de-escalate situations without the need to remove the child from the classroom. Central and Adams have a safety team that is called if a serious classroom disruption arises in the building. The situation worked through with the student and it is always the goal to return the student to the learning environment as quickly as possible.

Each classroom at Central and Adams has a working behavior management system in their classroom with reward/incentives built into the program. Rewards are given out daily, weekly and monthly for expected behaviors. Most of our students buy into this program and it works well for this age group.

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.
The socioeconomic status of our students can play a role in test results and behavior. The majority of parents/guardians work and value education for their children. The poverty rate continues to hold steady over the past 3 years. The mobility rate has also remained steady. This means that the majority of students at Central and Adams have a consistent education/ curriculum through District #27. Although Central's IAR scores continue to be above the state average in Reading and Math, there is still room for improvement. Teachers, administration, Problem Solving Team, and curriculum director/coaches will continue to work together to find ways to reach every student and meet their needs.

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

District #27 offers four full days of professional development to all certified staff. The district also uses early dismissals each month as in-house professional development opportunities. The district uses resources from Tri-county as well as guest speakers from the different schools within District #27 and from around the area to provide development training on these days. Through the Curriculum Director and coaches the district provides time throughout the year for grade levels across the district to work together on curriculum and grade level maps. This is also a time for grade levels from across the district to discuss what is going well and their struggles.

Interventions – Describe intervention strategies provided to students.

Central provides students with tier one, two and three throughout the school day. Tier one interventions are done within the classroom as a whole class. The tier two and tier three interventions are tailored to the individual students specific needs. Central and Adams have created a problem solving team, which meets four times a year to go over each grade level, looking for struggling students. It is then discussed what they need to be successful and placing them in a small tier two or tier three group using our two interventionists.

Student Services – Describe services available to students and families.

Central and Adams offer families a before/after school program through the local YMCA. District #27 currently has a grant to provide scholarships to district families that are in need of childcare. This has provided help for some of our working parents that need help.

Central and Adams hold two family reading nights per year incorporating a book fair for families to buy and read books together. The PTO sponsors a trick or treat event during our fall book fair and will sponsor a family dance night during our spring book fair.

We provide band for 4th and 5th grade students to give our younger students an opportunity to incorporate musical instruments into their learning. We have a fall and spring band concert for our parents. All District #27 elementary students participate in art and music class weekly. We have two school counselors for individual and group counseling throughout the school day. We have a full time speech teacher and reading recovery teacher to provide extra services for our families. Central has four special education classrooms to support the needs of our students and their families. A problem solving team is active to assist students and their families that are struggling with designed interventions and qualified personnel providing RtI interventions daily to our students.

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

Central and Adams Schools have a large number of parent participation throughout the school year. This included the number of parents that attend parent/teacher conferences as well as teachers reaching out to parents by phone, email, and notes in an attempt to engage parents in their child's education and progress. Central and Adams host a variety of events (in the evenings so parents can attend) including open house, family reading nights, book fairs, zumba night, family dance, and trick or treating (to name a few). In addition, the school district provides agendas for our students in grades 3-5 and a take home folder for our K-5 students. These are used to distribute information, communicate behaviors and organize student work. The district also uses SchoolReach to deliver important information to parents through text, email, and voice messages.

Next Steps – What next steps are implied by the analysis of all the listed factors and data.
Continue to work as a collective team (administration, curriculum staff, teachers, and paras) to find ways to reach our students (especially our Kindergarten through second graders) to close the covid gap in reading and math. Continue to develop a strong problem solving team to "catch" the students that are struggling and provide interventions to help close their individual learning gaps. Continue to use data to drive our decisions. Continue to work at grade levels, looking at strengths and weaknesses and developing our curriculum from that data.

Teaching & Learning		
Focus of Review	What is Working	What is Needed
Learning Environment ● Provides comfort, security, support ● Reflects diversity and collaboration ● Captures interest ● Communicates honor and respect	● Doors locked/entry secured ● security cameras ● student sign in/out sheets ● emergency plans ● staff badges	● Practice Crisis Plan each year ● Monitor students in building before/after school ● Update Safety Plan Yearly ● Continue Professional Development on new technology (AI)
Learning Process ● Learning styles ● Connections ● Thinking and questioning ● Resources and tools	● RtI services ● Newline Interactive Boards ● 1 to 1 Chromebooks ● Instructional coaches ● In-House Professional Development	● Continue to provide Instructional Development for staff ● monitor and update Chromebooks when needed. ● Continue to monitor Math and Reading Curriculums and data
Instructional Strategies ● Communication ● Delivery ● Facilitation ● Student tasks	● Direct Instruction ● Collaboration ● Grade Level Meetings ● Technology	● Staff development on curriculum and mapping ● Increase Release Time to meet ● Continuous updates on technology
Student Response ● Participation ● Use of resources ● Confidence ● Comfort levels of all	● Multiple response systems: writing, Chromebooks, Newline Interactive Board, verbal, peer editing ● High levels of student participation ● All students given multiple opportunities and varied options for learning	● Continue to grow the confidence of students to learn, grow and make mistakes through building self-confidence and respect. ● Continue to develop means to increase student engagement.
Student Learning, Progress and Achievement		
Focus of Review	What is Working	What is Needed

Curriculum Design and Alignment		
Curriculum Design and Alignment • Common Core Standards and initiatives • Local Standards and initiatives • Mission and Vision • School's Assessment System	• Grade level alignment/grade level mapping • Math Problem Solving Skills • Curriculum Coordinator • Curriculum Coaches • SIP	• Increase writing in all subjects at all grade levels • Continue to use data from IAR to understand the assessment • continue to update grade level mapping
Student Work • What students write, make and read • Activities that demonstrate what they know, understand and are able to do	• Student work displayed in hallways, on lockers, in gym, on bulletin boards and in the classroom. • Students have an extensive amount of books available through the school library and classroom library. • Multiple activities and projects with choice to showcase learning are offered.	• Continue to increase writing on non-fictional topics, reading and math. • Continued growth of non-fiction texts • Continued growth and expansion of technology in the classroom
Assessment Systems • Purpose • Alignment • Relevance • Formative • Summative	• Standards based report cards (K-4) • Problem Solving Team Data Analysis • IAR • STAR 360 • Common Math Assessment (K-5) • KIDS Assessment (Kindergarten)	• Problem Solving Improvement • Visit other Districts • Standards Based Grading • Develop and tweak Common Assessments
Leadership & Administration • Support for achieving goals • Shared decision making • Collaborative culture	• Observations/Walk Throughs • School Teams-Safety and SIP • Staff Meetings • Weekly Principal Posts • PD for Administration • Visibility to Students and Staff	• Data driven PST meetings • Continued staff and grade level meetings • Continue to share data with staff to provide feedback on strategies.
Professional Development • Opportunities to learn and develop new skills • Time • Support to achieve goals	• Four days fo District Professional Development • Monthly Early Dismissal time for professional development • Meeting with grade levels during PST to focus on classroom data.	• Continue providing professional development opportunities for staff • Continue finding ways to allow grade levels to meet and discuss.

Action Plan

Objective Number	Objective	Deficiencies Addressed
1	Increase writing in all subjects at all grade levels	Instruction
2	Continue to monitor student growth through data	Instruction
3	Technology use in the classroom	Instruction

Objective # 1 Increase the amount of writing that students practice in the classroom in all subject areas.

Description: Our data proves that writing is a weakness at the elementary building level. We will enhance our writing curriculum by giving teachers professional development in this area. The Curriculum Coaches will check in with teachers at all grade levels and help create and implement writing into their lesson plans.

#	Strategies and Activities	Timeline		Budget
		Start Date	End Date	Fund/Source/Amount
1	Curriculum Coaches continue to encourage, model, co-teach, etc with classroom teachers.	8/15/23	5/20/24	N/A
	Provide expert knowledge from former teacher (Mrs. Workman)	8/15/23	5/20/24	Sub rate of pay

Objective # 2 Streamline our Problem Solving Team making great use of the time by looking at each grade level's data and making a plan for students that are falling behind.

Description:Continue to develop a Problem Solving Day that focuses on looking at data, discussing students needs and placing students in the best interventions to meet their needs.

#	Strategies and Activities	Timeline		Budget
		Start Date	End Date	Fund/Source/Amount
2	Strengthen our PST making sure we "catch" students that are falling behind	8/15/23	5/20/24	N/A
	Create a PST that is streamlined and easy to reference.	8/15/23	5/20/24	N/A
	Looking at Star 360 and IAR data to find our weaknesses .	8/15/23	5/20/24	N/A
	Meet with grade level teachers to go over weaknesses with Curriculum Coaches	8/15/23	5/20/24	N/A

Objective # 3 Find ways to incorporate technology into the classrooms.

Description: Continue to find ways to help teachers incorporate new technology into their classrooms. Continue providing professional development through the district on new technology.

#	Strategies and Activities	Timeline		Budget
		Start Date	End Date	Fund/Source/Amount
3	Create PD for staff to help integrate new technology into the classroom	8/15/23	5/20/24	N/A
	Continue to monitor Chromebooks and replace as needed.	8/15/23	5/20/24	cost of new Chromebooks