

**Lettie Brown Elementary
2009 - 2011
School Improvement Plan**



2009 – 2011 SIP

Table of Contents

I.	Adequate Yearly Progress (AYP) performance targets	pg. 3
II.	School and Community Information	pg. 5
III.	Goal Statements and Measurable Objectives	pg. 12
IV.	Reflection	pg. 14
V.	Data Collection	pg. 16
VI.	Action Plan	pg. 19
VII.	Learning Standard Implementation	pg. 26
VIII.	Family and Community Involvement	pg. 26
IX.	Review, Monitoring, and Revision	pg. 27
	Lettie Brown School Report Card	Appendix A
	Complete 2008 ISAT Data	Appendix B
	2008 MAP DATA	Appendix C

Lettie Brown Elementary School Improvement Plan 2009 - 2011

I. Adequate Yearly Progress (AYP) performance targets:

The *No Child Left Behind Act of 2001* requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on the established annual targets. .

How Illinois Calculates AYP: Adequate Yearly Progress (AYP) calculations in Illinois are now based on [three factors](#), beginning in 2003:

- 1 The percent of reading and math scores that meet or exceed standards, compared to the annual state targets;
- 2 The participation rate of students in taking the state tests, which must meet or exceed 95%; and
- 3 The attendance rates of students in elementary and middle schools, and the graduation rates of students in high schools, which must meet or exceed the state's annual targets.

Federal and state laws specify adequate yearly progress (AYP) as an accountability measure for Illinois public schools in:

Reading
Mathematics
Percent of students tested
Attendance rate (K-8)

Three of these measures – reading, mathematics, and percent of students tested – are further disaggregated by ten subgroups, making 41 performance targets in all. The School Report Card provides AYP information in Yes/No format for each

2009 – 2011 SIP

of the 41 performance targets, as applicable. At a minimum, a school must include in its SIP those performance targets marked “No” (not met). By law, any unmet target becomes a school’s performance target.

At this time Lettie Brown **MEETS** in all applicable AYP performance target areas.

Please see the attached School Report Card for Lettie Brown Elementary in [Appendix A](#).

II. School and Community Information

A. Lettie Brown Elementary

Lettie Brown Elementary is a kindergarten through grade six public school built in 1976 that currently houses 280 students and 22 instruction staff members. It is one of four elementary schools in the Morton Unit School District. Lettie Brown is located in Morton, Illinois.

The facilities at Lettie Brown consist of 17 classrooms, an RtI room, a multipurpose room, library, and a computer lab.

Lettie Brown’s current enrollment configuration by grade level is as follows:

Grade K	40
Grade 1	45
Grade 2	35
Grade 3	41
Grade 4	45
Grade 5	37
Grade 6	36

1. Morton Unit School District 709

Lettie Brown is part of the Morton Unit School District 709, one of 18 school districts in Tazewell County. The Morton Unit School District 709 serves approximately 2,660 students in four elementary schools, one junior high school, and one high school. Its attendance area encompasses the communities of Morton, Groveland and small areas of Washington and East Peoria.

In the district, the current enrollment consists of 1.4 percent Hispanic students, 94.7 percent White, 1.0 percent African-American, 2.2 percent Asian/Pacific Islander, 0.2 percent Native American students, and 2.7 percent Multi-racial

2006-07 Instructional Expenditure per Pupil was \$5,799

2. Lettie Brown Students

At the present time, the student enrollment at Lettie Brown is made up of 0.7 percent Hispanic, 94.7 percent White, 2.1 percent African-American, and 1.8 percent Asian/Pacific Islander, 0.0 percent Native American, and 0.7 percent Multi-racial/Ethnic as shown on the attached school report card.

Over the past four years, our population has stayed relatively consistent in the demographic numbers.

4.3 percent of the students qualify for free and reduced priced meals. The student population is comprised of students who speak English as their home language. Our school supports “at risk” students through Reading Recovery, which is funded by the Reading Improvement Block Grant. Through the Reading Recovery program students in K-1 receive specialized reading instruction from the Reading Recovery Teacher. We also offer Response to Intervention (RtI) services to students K-6. This early intervention program gives extra, targeted support to students struggling in reading and mathematics. Students at Lettie Brown also take advantage of the District’s after school tutoring program which also supports students in reading and math.

Lettie Brown also provides students with a talented and gifted program. Students who qualify in 4th – 6th grades receive small group instruction from our District Challenge coordinator on a weekly basis.

3. Attendance and Mobility

Student attendance rates at Lettie Brown have remained steady over the past few years. Lettie Brown has an average daily attendance of 95.9 percent. The mobility rate is currently at about 8.8 percent.

4. OUR SCHOOL Staff

The staff at Lettie Brown includes: 13 regular teachers, 1 reading specialist, 2 special education teachers, 2 physical education teachers, 1 music teacher, and a librarian. On an average, our teachers have been here 12 years. We have 1 new teacher this year. The number of years the teachers have taught, by grade level, are shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K			1					
1	1		1					
2						2		
3						1	1	
4		1			1			
5					1			1
6	1					1		

Additional personnel include the school principal, secretary, custodian, computer lab aide, instructional aides, RtI instructional aides, clerical aides and food services workers. Several bus drivers and maintenance workers also provide services to students.

Other support personnel available to assist in meeting the needs of Lettie Brown students include the district psychologist, a speech and language specialist, and social worker. Our student/homeroom teacher ratio is 20 to 1.

5. Our Leader

Our principal is Mr. Bob Bardwell. He has been at Lettie Brown for seven years. He has been in education for fifteen years. Mr. Bardwell taught for seven years as a 4th grade teacher and one year as an assistant principal at a K-3 building prior to coming Morton.

6. Safety, Cleanliness, and Adequacy of School Facilities

Lettie Brown Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is a Crisis Management Plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with the district crisis management committee, with the district, and school plans stressing safety for the students first.

The maintenance department handles specific safety concerns regarding buildings and grounds at the school site. On-site custodial staff takes care of the day-to-day safety concerns that may arise. Our professional staff of two custodians performs the basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

7. Classroom Discipline/Learning Climate

Lettie Brown Elementary provides a disciplined, but stimulating, learning climate for students. The climate for learning at Lettie Brown is enhanced by involved parents. Parents are encouraged to become involved in school, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Lettie Brown staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance service to others, and develop positive social behavior. To reach this goal, Lettie Brown offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with the Illinois State Academic Standards and local needs. Parents are encouraged and welcome to be active participants in the process.

B. Our Community

1. Location

Morton is located in Tazewell County and has a population of more than 16,000. The median age is 40 years, and there is a large percentage of family households. Twenty-six percent of the nation's population lives within 500 miles of Morton. With a property tax rate of 6.8207 percent and no public debt, Morton puts its resources where they will best benefit its citizens. The result is quality living in a relaxed and beautiful setting.

Known as the Pumpkin Capital of the World, Morton is at the intersection of Interstates 74 and 155. With easy access to major cities and the Illinois state capital, Morton is actually located midway between St. Louis, Chicago, Indianapolis and Des Moines. This prime location — just 10 minutes from Peoria, 30 minutes from Bloomington-Normal, 50 minutes from Springfield and three hours from Chicago and St. Louis — gives Morton the benefits of city living without the inconveniences. Peoria, a city of 100,000, offers major shopping centers, specialized medical care, professional sports events and higher education opportunities.

Two airports serve Morton. Just 12 miles away is the Greater Peoria Regional Airport, with the longest runways in downstate Illinois, jet and turboprop commuter service, and car rental services. Also nearby is Central Illinois Regional Airport in Bloomington-Normal.

Morton offers cable and satellite television services as well as local Internet service and mobile phone service providers. Bringing the news to Morton residents are three daily newspapers — the Peoria Journal Star, the Pekin Daily Times and the Bloomington Pantagraph — and two weekly newspapers — Morton Times-News and Morton Courier.

2. Morton's Economic Development Efforts

With nearly 15,000 jobs and growing, Morton is a leader for Tazewell County. Morton enjoys consistent growth due to a multi-faceted approach that yields a strong base of existing businesses and an attractive setting for new businesses. Regular communication with current business owners regarding their concerns and feasible ways to deal with those concerns

demonstrates a high level of commitment to service.

Expansion is an important facet of Morton's economic development efforts. As a liaison with the Economic Development Council for Central Illinois, the Illinois Department of Commerce and Economic Opportunity, and the Village of Morton, the Morton Chamber of Commerce tracks financial incentive programs available to new businesses as well as new developments in transportation and technology. Sharing that knowledge and experience with businesses and similar groups in area communities also strengthens the central Illinois business climate as a whole.

3. Companies & Industries

Morton adds depth to the economic base of Tazewell County with a diverse and stable business community. Several nationally recognized businesses enjoy the economic benefits of being located in the Morton area.

Local companies that have a large impact on our community include: Caterpillar Worldwide Parts Distribution Center, Nestle/Libby's, Morton Buildings, and RMH Foods.

4. Colleges and Universities

a. Illinois State University at Bloomington-Normal, the home of the Redbirds, was founded in 1857 and was the state's first public university. Academic majors include applied science and technology, arts and sciences, business, education, fine arts, and nursing. There are also complete athletic programs for men and women.

The University sponsors community programs and events for youth, lifelong learners, senior citizens and other residents, for educators and alumni, and for employers and business professionals. On- and off-campus programs in the areas of the arts, entertainment and recreation are always popular. Other services include career exploration and development, distance education, conference facilities and research resources.

b. Bradley University at Peoria, the home of the Braves, serves 6,000 students on its 75-acre campus. Founded in 1897, Bradley became a university in 1946. Today, it offers 90 programs in five colleges, as well as the graduate school's 13 degrees in 31 academic areas. A challenging athletic program for men and women produces many championships at the NCAA Division 1 level.

With a faculty of 300, the average class size at Bradley is 24 students. Bradley also boasts a job placement rate of 96 percent for its graduates. National honors include a number four rank among regional colleges and universities in the Midwest and number three in the Midwest list of best values by U.S. News and World Report, as well as being named to Princeton Review's 2003 guide as one of The 345 Best Colleges.

Bradley serves the area in three major ways: providing opportunities for intellectual and personal growth; providing assistance to business and industry; and providing cultural activities, including art exhibits, music concerts, theater performances and presentations by nationally known speakers and performers. Also, Bradley's WCBU-FM public radio and WTVP-TV public television stations, with studios on campus, serve all of central Illinois.

Outreach to the community also includes the Bradley-led Internet2 project, which is being conducted in cooperation with more than 200 universities. This group is working in partnership with industry and government to create the Internet of the future.

c. Illinois Central College at Peoria and East Peoria (ICC) was founded in 1967. Offering night, weekend and summer classes, the college grants associate's degrees and occupational certificates. Continuing-education classes for adult learners are also popular; the University of Illinois at Springfield offers courses here as well. A strong athletic program features baseball, cross-country, men's and women's basketball, golf, men's and women's soccer, softball, and volleyball. ICC's Professional Development Institute provides the best in computer and business training for area residents. The Intercultural Diversity Program is dedicated to bringing together individuals with many differences and helping them to learn to communicate and cooperate.

Other colleges and universities in the area include Illinois Wesleyan University at Bloomington, Eureka College at Eureka, Knox University at Galesburg, Lincoln College at Normal, Lincoln Christian College and Seminary at Lincoln, Midstate College at North Peoria, Robert Morris College at Peoria, Spoon River College at Canton, University of Illinois School of Medicine at Peoria and Heartland Community College at Normal.

III. Goal Statements and Measurable Objectives

A. ISAT Testing: 90% of students at Lettie Brown will “Meet and/or Exceed” in reading and mathematics on the Illinois State Achievement Testing (ISAT).

2008 ISAT Scores:

Reading

3rd – 81.8%
4th – 100%
5th – 92.5%
6th – 93.2%

Mathematics

3rd – 90.5%
4th – 100%
5th – 97.5%
6th – 93.2%

B. MAP Testing Growth: Increase the number of students who reach their fall to spring target growth goal on the Reading, Language Usage, and Mathematics MAP Testing

READING: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 87.9%
- 1st Grade – 88.9%
- 2nd Grade – 79.5%
- 3rd Grade – 60%
- 4th Grade – 61.5%
- 5th Grade – 78.4%
- 6th Grade – 53.5%
- AVERAGE: 72.81%

LANGUAGE USAGE: Percent Meeting Target Growth

Fall to Spring 2007-2008

- 2nd Grade – 84.6%
- 3rd Grade – 50%
- 4th Grade – 79.5%
- 5th Grade – 48.6%
- 6th Grade – 55.8%
- AVERAGE – 63.7%

MATHEMATICS: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 55.9%
- 1st Grade – 80.6%
- 2nd Grade – 69.2%
- 3rd Grade – 60%
- 4th Grade – 65.8%
- 5th Grade – 78.4%
- 6th Grade – 46.5%
- AVERAGE: 65.2%

IV. Reflection:

A. How did we progress on the 2007 - 2009 School Improvement Plans?

1. Reading:

A. **Reading:** Increase the number of students in the “Meets” and “Exceeds” categories of the ISAT test.

2006 Scores:

- 3rd Grade – 86.8%
- 4th Grade – 79.1%
- 5th Grade – 90.0%
- 6th Grade – 90.0%
- AVERAGE: 86.47%

2007

- 3rd Grade – 85%
- 4th Grade – 90%
- 5th Grade – 82%
- 6th Grade – 90%
- AVERAGE: 86.75%

2008

- 3rd Grade – 88.1%
- 4th Grade – 100%
- 5th Grade – 92.5%
- 6th Grade – 93.2%
- AVERAGE: 93.45%

In reading, Lettie Brown improved its scores in yearly average and also as individual classes moved through our building. In 2006, 86.8% of our students met or exceeded ISAT standards. In 2008, 93.45% of our students met or exceeded the ISAT standards. This was an increase of 6.98%.

Lettie Brown also increased “Meets and Exceeds” scores as grade levels advanced through the building:

- 2006 third grade students scored 86.8%, 90% as 4th grade students, and 92.5% as 5th grade students. This was an increase of 5.7%.
- 2006 fourth grade students scored 79.1%, 82% as 5th grade students, and 93.2% as 6th grade students. This was an increase of 14.1%
- 2006 5th grade students scored 90% and 90% as 6th grade students.
- 2007 3rd grade students scored 85% and 100% as 4th grade students. This was an increase of 15%.
- 2007 4th grade students scored 90% and 92.5% as 5th grade students. This was an increase of 2.5%.
- 2007 5th grade students scored 82% and 93.2% as 6th grade students. This was an increase of 11.2%.

Over all Lettie Brown made significant gains in Reading from 2006 to 2008.

B. Math: Increase the number of students in the “Meets” and “Exceeds” category of the ISAT test.

2006 Scores:

- 3rd Grade – 94.7%
- 4th Grade – 88.4%
- 5th Grade – 92.0%
- 6th Grade – 94.0%
- AVERAGE: 92.27%

2007

- 3rd Grade - 97%
- 4th Grade - 95%
- 5th Grade - 86%
- 6th Grade – 92%
- AVERAGE: 92.5%

2008

- 3rd Grade – 90.5%
- 4th Grade – 100%
- 5th Grade – 97.5%
- 6th Grade – 93.2%
- AVERAGE: 95.3%

In mathematics, Lettie Brown improved its scores in yearly average and also as individual classes moved through our building. In 2006, 92.27% of Lettie Brown students met or exceeded the ISAT standards. In 2008, 95.3% of Lettie Brown students met or exceeded the ISAT standards. This was an increase of 3.03%.

Lettie Brown also increased “Meets and Exceeds” scores as grade levels advanced through the building:

- 2006 third grade students scored 94.7%, 95% as 4th grade students and 97.5% as 5th grade students. This was an increase of 2.8%.
- 2006 4th grade students scored 88.4%, 86% as 5th grades students, and 93.2% as 6th grade students. This was an increase of 4.8%.
- 2006 5th grade students scored 92% and 92% as 6th grade students.
- 2007 3rd grade students scored 97% and 100% as fourth grade students. This was a 3% increase.
- 2007 4th grade students scored 95% and 97.5% as fifth grade students. This was a 2.5% increase.
- 2007 5th grade students scored 86% and 93.2% as sixth grade students. This was a 7.2% increase.

Overall Lettie Brown made excellent gains in mathematics.

v. Data Collection & Analysis:

A. Demographic Data: Please see the attached copy of the 2008 Brown School Report Card.

B. ISAT DATA for 2008: For the purpose of comparison, we have combined the “Meets” and “Exceeds” categories

3rd Grade:

Reading: 88.1% Meet and Exceed (5), (3)
Reading District: 92.9% Meet and Exceed

Math: 90.5% Meet and Exceed (4), (3)
Math District: 96.5% Meet and Exceed

4th Grade:

Reading: 100% Meet and Exceed
Reading District: 91.5% Meet and Exceed

Math: 100% Meet and Exceed
Math District: 96% Meet and Exceed

Science: 100% Meet and Exceed
Science District: 94.9% Meet and Exceed

5th Grade:

Reading: 92.5% Meet and Exceed (3), (1), (1 - ELL)
Reading District: 92.2% Meet and Exceed

Math: 97.5% Meet and Exceed (1), (1)
Math District: 95.3% Meet and Exceed

2009 – 2011 SIP

6th Grade:

Reading: 93.2% Meet and Exceed (3), (1)
Reading District: 96.2% Meet and Exceed

Math: 90.9% Meet and Exceed (4), (3)
Math District: 96.8% Meet and Exceed

[FOR COMPLETE 2008 ISAT SCORES SEE APPENDIX B](#)

C. MAP Testing Growth: Increase the number of students who reach their fall to spring target growth goal on the Reading, Language Usage, and Mathematics MAP Testing.

READING: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 87.9%
- 1st Grade – 88.9%
- 2nd Grade – 79.5%
- 3rd Grade – 60%
- 4th Grade – 61.5%
- 5th Grade – 78.4%
- 6th Grade – 53.5%
- AVERAGE: 72.81%

LANGUAGE USAGE: Percent Meeting Target Growth

Fall to Spring 2007-2008

- 2nd Grade – 84.6%
- 3rd Grade – 50%
- 4th Grade – 79.5%
- 5th Grade – 48.6%
- 6th Grade – 55.8%

2009 – 2011 SIP

- AVERAGE – 63.7%

MATHEMATICS: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 55.9%
- 1st Grade – 80.6%
- 2nd Grade – 69.2%
- 3rd Grade – 60%
- 4th Grade – 65.8%
- 5th Grade – 78.4%
- 6th Grade – 46.5%
- AVERAGE: 65.2%

VI. Action Plan 2009 - 2011: In order to meet the goals and objectives for the 2007-2009 school years, the action plan will address the district’s goals: **Assessment, Curriculum, Professional Development, and Instruction.**

A. ISAT Testing: 90% of students at Lettie Brown will “Meet and/or Exceed” in reading and mathematics on the Illinois State Achievement Testing (ISAT).

2008 ISAT Scores:

Reading

3rd – 88.1%

4th – 100%

5th – 92.5%

6th – 93.2%

Total: 93.45%

Mathematics

3rd – 90.5%

4th – 100%

5th – 97.5%

6th – 93.2%

Total: 95.3%

B. MAP Testing Student Growth: Increase the number of students who meet the MAP testing fall to spring “Target Growth.”

READING: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 87.9%
- 1st Grade – 88.9%
- 2nd Grade – 79.5%
- 3rd Grade – 60%
- 4th Grade – 61.5%
- 5th Grade – 78.4%
- 6th Grade – 53.5%
- AVERAGE: 72.81%

2009 – 2011 SIP

LANGUAGE USAGE: Percent Meeting Target Growth

Fall to Spring 2007-2008

- 2nd Grade – 84.6%
- 3rd Grade – 50%
- 4th Grade – 79.5%
- 5th Grade – 48.6%
- 6th Grade – 55.8%
- AVERAGE – 63.7%

MATHEMATICS: Percent Meeting Target Growth

Fall to Spring 2007-2008

- Kindergarten – 55.9%
- 1st Grade – 80.6%
- 2nd Grade – 69.2%
- 3rd Grade – 60%
- 4th Grade – 65.8%
- 5th Grade – 78.4%
- 6th Grade – 46.5%
- AVERAGE: 65.2%

These goals will take up most of our efforts for the 2009 – 2011 School Improvement Plan. As a staff we plan to make the following efforts to improve our achievement in Reading and Math:

Building Level/District Level:

1. Continue our implementation of Measures of Academic Progress (MAP) at all grade levels K-6. ([Assessment, Professional Development, Instruction](#))
 - a. As a staff we will take part in the next step in the MAP professional Development Continuum: Growth and Goals workshop.
 - b. Develop building goals, grade level goals, teacher goals, and individual student goals for the MAP assessment.
 - c. Deepen our understanding of how to more effectively use DesCartes.
2. Continue our implementation of Response to Intervention (RtI). ([Assessment, Professional Development, Instruction](#))
 - a. Develop benchmarks in reading and mathematics to determine who will receive RtI services.
 - b. Streamline our collaboration process.
 - c. Become comfortable with Tier 1 classroom interventions and documentation.
 - d. Evaluate our building schedule to create a cohesive intervention schedule using all available resources.
3. Expand on the development of differentiating instruction ([Professional Development and Instruction](#))
 - a. Focus on individual needs of students by utilizing MAP data to indentify specific skills and concepts for growth.
 - b. Provide resources and professional development on various methods to improve instruction (ex. Differentiation and small group instruction).
4. Investigate and implement instructional methods for extended-response reading questions ([Professional Development and Instruction](#))
5. Continue the progress of curriculum mapping. Complete the mathematics map during the 2009-2010 school year. Begin the reading map during the 2010-2011 school year

Reading:

K-1, Reading Teacher, and Resource:

- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth.
- Continue to implement our new reading series with fidelity and integrity to meet the individual needs of our students.
- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions.
- Utilize research and data-based instructional interventions for struggling readers. (I, PD)
- During the 2010-2011 school year begin the Reading Curriculum Map.

2-3, Reading Teacher and Resource:

- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth (A, I)
- Continue to implement our new reading series with fidelity and integrity to meet the individual needs of our students. (I, A)
- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions. (PD, I)
- Utilize research and data-based instructional interventions for struggling readers. (I, PD)
- During the 2010-2011 school year begin the Reading Curriculum Map.

4-6, Reading Teacher and Resource:

- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth (A, I)
- Continue to implement our new reading series with fidelity and integrity to meet the individual needs of our students. (I)
- Investigate and determine consistent instructional methods for teaching students to respond to extended response reading questions. (PD, I)
- Utilize research and data-based instructional interventions for struggling readers. (I, PD)
- During the 2010-2011 school year begin the Reading Curriculum Map.

Math:

K-2, Resource:

- Continue with the development of extended response question instruction using “what and why” format. (PD, I)
- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth. (I, A)
- Implement Everyday Counts Calendar Math in the primary classes (K-2). (I, C, A)
- During the 2009-2010 school year complete the Mathematics Curriculum Map. (C, I, A)

3-6, Resource:

- Continue with the development of extended response question instruction using “what and why” format. (PD, I)
- Focus on individual needs of students utilizing MAP testing to identify specific skills & concepts for growth. (I, A)
- Developing or finding extended response questions for each math unit at each grade level to use as practice. (C, I)

Writing:

2-6, Resource

- Develop expectations for practicing narrative, persuasive & expository forms of writing on ISAT. (A, PD, I)
- Incorporate student self-assessment of their writing. (A)

School Improvement Committees:

- 1. MAP Assessment:**
 - a. Kim Knox**
 - b. Jan Martin**
 - c. Laurie Zehr**
 - d. Bob Bardwell**

- 2. Response to Intervention (RtI)**
 - a. Teri Horner**
 - b. Kelley Bradford**
 - c. Bob Bardwell**
 - d. Laurie Zehr**
 - e. Jan Martin**
 - f. Kim Taluc**
 - g. Angie Kupferschmid**
 - h. Shane Weyland**

- 3. Differentiation**
 - a. Carol Davison**
 - b. Cathy Welch**
 - c. Kristy Boecker**
 - d. Kate Wyman**
 - e. Bob Bardwell**

- 4. Extended Response Reading**
 - a. Holly Toraason**
 - b. Mike Finck**
 - c. Pam Westerman**
 - d. Bob Bardwell**

- 5. ISAT Writing**
 - a. Mike Finck**

- b. Cynthia Knutilla**
- c. Laura Stuber**
- d. Edie Larson**
- e. Bob Bardwell**

6. “Make Their Day”

- a. Kelley Bradford**
- b. Kate Wyman**
- c. Jan Martin**
- d. Kristy Boecker**
- e. Kim Knox**
- f. Pam Westerman**
- g. Bob Bardwell**

VII. Learning Standard Implementation

The Illinois Learning Standards are represented in our district's instruction and classrooms and are clearly identified in each District Curriculum Guide. Our competitive scores on State assessments indicate that the Illinois Learning Standards are effectively implemented in our curriculum and instruction. Since the Illinois Learning Standards were adopted in 1997, all district K-12 objectives have been aligned to them. The district's procedure for curriculum renewal facilitated a comfortable process to align objectives for each curricular area. Consensus building and teacher involvement have always been integral to this process of curricular review. Each curricular area is scheduled for review each 5 – 7 years, but there are provisions to address necessary adjustments yearly. Each summer our District Curriculum Guides are collected from each teacher and administrator and revised to reflect any changes, while maintaining alignment to Illinois Learning Standards.

VIII. Family and Community Involvement

Parents are very involved at Lettie Brown. We have over 95% parent attendance at "Meet the Teacher," parent-teacher conferences, and "Open House." Our PTO is very supportive of our school and its programs. The PTO sponsors assemblies throughout the year, runs a book fair and school carnival, and purchases many different items for teachers to use in the classrooms. They also have made a large investment in the technology of our school by donating over \$10,000 for the purchase of classroom LCD projectors. The PTO has also helped with the purchase of remote computer keyboards and mouse for each classroom.

Various businesses throughout Morton and the surrounding area have also supported efforts at Lettie Brown. Many businesses have supported our "Building Up Bears" campaign each year by donating prizes for the monthly winners. They also help with the PTO's theme basket raffle by donating items for each basket. Morton is a community that values education and it is proven by the support that it provides to the local schools.

IX. Review, Monitoring, and Revision

Each year individual building principals are paired up with a board member to review school improvement plans upon their completion. After this review is completed, the building principals then make a SIP presentation to the Morton CUSD 709 Board of Education at an official board meeting. After the presentations the School Board takes official action supporting the building School Improvement Plans.

During the school year, individual school buildings collect data in the form of local and state assessments. The ISAT and MAP assessment data will be used to monitor student's progress. Every effort is made to keep cohort data on each class as they pass through the Morton school system. Instructional decisions and SIP revisions are based in a large part by the information gathered from these data sources. Teacher input is also a resource used to determine aspects of school improvement plans.

Several times throughout the school year, SIP teams in individual buildings monitor the progress of the action plans of each. They discuss what has been accomplished and what still needs to be completed. SIP in-service days are also set aside for professional development opportunities related to SIP action plans. Some of these days are used for revision of current SIP's and planning for future SIP's.