Lincoln El Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Lincoln El Sch

1260 Gresham St
Bethlehem, PA 18017
(610)866-8727

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Benita Draper
Superintendent: Joseph Roy

Stakeholder Involvement

Name	Role
Jodi Frankelli	Administrator
Benita Draper	Building Principal : School Improvement Plan
Amanda Madea	Community Representative
Mary Doe Donecker	Ed Specialist - Other
Pam Hill	Ed Specialist - Other
Michelle Bosak	Elementary School Teacher - Regular Education : Schoolwide Plan
Adrienne Ibarra	Elementary School Teacher - Regular Education : Schoolwide Plan
Lynette Possinger	Elementary School Teacher - Regular Education : Schoolwide Plan
Kimberly Baldino-Waldenmeyer	Elementary School Teacher - Special Education : Schoolwide Plan
Lauren Matarazzo	Elementary School Teacher - Special Education : Schoolwide Plan
Sherry Hartman	Intermediate Unit Staff Member
Cindy Brown	Parent : Schoolwide Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.**Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.

- **Assurance 5**: The school improvement plan covers a one-year period.

- **Assurance 6**: The following nine characteristics are embedded in the plan:

    - Clear and Shared Focus

    - High Standards and Expectations

    - Effective Leadership

    - High Levels of Collaboration and Communication

    - Curriculum, Instruction and Assessment Aligned with Standards

    - Frequent Monitoring of Teaching and Learning

    - Focused Professional Development

    - Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 7**: Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.

- **Assurance 8**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Assurance 9**: Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.

- **Assurance 10**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- PTA/PTO website
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The district hired Step-by-Step Learning consultants to work with our elementary schools for Grades K-2. More specifically, Step-by-Step Learning is assisting principals, supervisors, teachers, and reading specialists in the area of literacy. Through their work in the Bethlehem Area School District, Step-by-Step Learning is helping our team create a comprehensive literacy plan that will be implemented in our elementary schools. An IU Representative was contracted to provide technical assistance to the building principal and assistance and training for teachers in Grades 3-5 in the area of literacy.

Provider	Meeting Date	Type of Assistance
IU	5/16/2018	Monthly Data Analysis Meetings during the 2018-2019 school year
IU Representative	5/15/2018	IU Representative will provide training to Grades 3-5 grade level teachers during the summer on teaching literacy, the foundational principles and text dependent analysis. Grades 4 & 5 will meet on June 27th and Grade 3 will meet on July 10th
IU Representative	5/16/2018	LETRS Training; continue weekly coaching and modeling to teachers in Grades 3, 4 and 5
SBSL	6/13/2017	SBSL will continue to provide literacy training, modeling and coaching to Grade K-2 grade level teachers during the 2018-2019
SBSL	6/13/2017	K-2 Small Group Modeling and Coaching continues for the 2018-2019 school year
SBSL	6/13/2017	Instructional Planning will continue during the 2018-2019 school year
SBSL	6/13/2017	Principal Coaching will continue for the 2018-2019 school year
SBSL	6/11/2018	Principal Data Review
SBSL	6/13/2018	Principal Core Coaching & Planning for the 2018-2019 school year June 13-June 15
Step-By-Step Learning (SBSL)	4/24/2018	SBSL Consultants will provide literacy training to BASD Principals from 6/27/18 - 8/13/18

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers meet bi-weekly to review data and student progress. Teachers also meet 3x a year after each benchmark assessment to analyze data and plan for instruction.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Not Answered.

Needs Assessment

School Accomplishments

Accomplishment #1:

100% of our students meet the Annual Academic Growth Expectations in Mathematics during 2016-2017.

Accomplishment #2:

73% of our students meet the Annual Academic Growth Expectations in ELA during 2016-2017.

Accomplishment #3:

We had a 96.19% attendance rate during 2016-2017 school year.

Accomplishment #4:

92.56 of "ALL STUDENTS" met the required gap clousre during 2016-2017.

Accomplishment #5:

100% of "HISTORICALLY UNDERPERFORMING" met the required gap closure in Mathematics during 2016-2017.

Accomplishment #6:

We had a 100% test participation rate on the PSSA Science exam during 2016-2017.

Accomplishment #7:

Over 50 community partners and volunteers dedicate their time and service to students before, during and after school.

Accomplishment #8:

We have had increased offerings for after-school programming.

Accomplishment #9:

We offer over 15 parental engagement activities/event during the school year.

Accomplishment #10:

We had a 99.40% test participation rate on the PSSA ELA & MATH exam during 2016-2017.

Accomplishment #11:

Increased teacher knowledge in the science of teaching reading in grades K-2.

School Concerns

Concern #1:

2016-2017 PSSA Percentages:

40.13% Proficient & Advanced on Math PSSA - 2016-2017

43.31% Proficient & Advanced on ELA PSSA - 2016-2017

53.57% Proficient & Advanced on Science PSSA

Concern #2:

Grade 3 Proficient & Advanced PSSA Percentage: 45.65% for 2016-2017.

Concern #3:

Historically Underperforming Students:

ELA and Science % of Required Gap Closure for 2016-2017 was 0%.

Concern #4:

2016-2017 PVAAS Science Annual Academica Growth Expectations was 58.00%.

Concern #5:

Implementation dip due to the implementation of a new core curriculum.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

   Aligned Concerns:

   2016-2017 PSSA Percentages:

   40.13% Proficient & Advanced on Math PSSA - 2016-2017

   43.31% Proficient & Advanced on ELA PSSA - 2016-2017

   53.57% Proficient & Advanced on Science PSSA

Historically Underperforming Students:

ELA and Science % of Required Gap Closure for 2016-2017 was 0%.

Implementation dip due to the implementation of a new core curriculum.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

 Aligned Concerns:

  2016-2017 PSSA Percentages:

  40.13% Proficient & Advanced on Math PSSA - 2016-2017

  43.31% Proficient & Advanced on ELA PSSA - 2016-2017

  53.57% Proficient & Advanced on Science PSSA

  Grade 3 Proficient & Advanced PSSA Percentage: 45.65% for 2016-2017.

  Historically Underperforming Students:

  ELA and Science % of Required Gap Closure for 2016-2017 was 0%.

  2016-2017 PVAAS Science Annual Academica Growth Expectations was 58.00%.

  Implementation dip due to the implementation of a new core curriculum.

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

 Aligned Concerns:

  2016-2017 PSSA Percentages:

  40.13% Proficient & Advanced on Math PSSA - 2016-2017

43.31% Proficient & Advanced on ELA PSSA - 2016-2017

53.57% Proficient & Advanced on Science PSSA

Grade 3 Proficient & Advanced PSSA Percentage: 45.65% for 2016-2017.

Historically Underperforming Students:

ELA and Science % of Required Gap Closure for 2016-2017 was 0%.

Systemic Challenge #4 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

    Aligned Concerns:

2016-2017 PSSA Percentages:

40.13% Proficient & Advanced on Math PSSA - 2016-2017

43.31% Proficient & Advanced on ELA PSSA - 2016-2017

53.57% Proficient & Advanced on Science PSSA

Grade 3 Proficient & Advanced PSSA Percentage: 45.65% for 2016-2017.

Historically Underperforming Students:

ELA and Science % of Required Gap Closure for 2016-2017 was 0%.

2016-2017 PVAAS Science Annual Academica Growth Expectations was 58.00%.

Implementation dip due to the implementation of a new core curriculum.

Systemic Challenge #5 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Leadership Coaching

Specific Targets: Increased principal knowledge in the science of teaching reading, foundational principles and literacy strategies

Strategies:

Leadership Coaching

Description:

Research-based strategy: Leadership Coaching, professional development and training

The building principal will attend professional development, literacy training and data review and analysis meetings with teaching staff.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Leadership Coaching and Training

Description:

Principals will conduct classroom walkthrough, attend and conduct grade level meetings.

Start Date: 6/19/2017   **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Leadership Coaching

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS Growth Data for Reading in 2015

Specific Targets: 70% of all students will meet or exceed the annual academic growth expectations in Reading.

Type: Annual

Data Source: PVAAS Growth for Reading in 2016

Specific Targets: 80% of all students will meet or exceed the annual academic growth expectations in Reading.

Type: Annual

Data Source: PVAAS Growth for Reading in 2017.

Specific Targets: 90+% of all students will meet or exceed the annual academic growth expectations in Reading.

Type: Annual

Data Source: 2015 Reading PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 43% of Historically Underperforming Students will be Proficient or Advanced on the Reading PSSA Assessment.

Type: Annual

Data Source: 2016 Reading PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 49% of Historically Underperforming Students will be Proficient or Advanced on the Reading PSSA Assessment.

Type: Annual

Data Source: 2017 Reading PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 55% of Historically Underperforming Students will be Proficient or Advanced on the Reading PSSA Assessment.

Type: Annual

Data Source: 2015 Math PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 40% of Historically Underperforming Students will be Proficient or Advanced on the Math PSSA Assessment.

Type: Annual

Data Source: 2016 Math PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 46% of Historically Underperforming Students will be Proficient or Advanced on the Math PSSA Assessment.

Type: Annual

Data Source: 2017 Math PSSA Proficiency for "Historically Underperforming Students"

Specific Targets: 52% of Historically Underperforming Students will be Proficient or Advanced on the Math PSSA Assessment.

Type: Interim

Data Source: 2015-2017 Fall and Winter Study Island Math and Reading Benchmark Data

Specific Targets: The CDT will be administered to 100% of students scoring BB or B on the Study Island Assessment to determine skill deficits and provide appropriate interventions.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Conduct a Systems Audit/Gap Analysis

Description:

A gap analysis will be conducted to determine gaps in literacy, school-wide communication, resources, scheduling, data analysis and instructional alignment with PA Core Standards. Results of the gap analysis will be used to adjust systemic pratices to ensure there is a system within the school that fully utilizes resources to focus efforts on school improvment and academic growth for all students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

Description:

"Collaborative learning cultures and their direct impact on school improvement and student achievement has been made so consistently and conclusively" that Lincoln Elementary School has chosen to adopt collaborative approaches as a

keystone for a laser-like focus on academic achievement and growth for all students. (excerpted from Ontario Leadership Strategy Bulletin #3 2010)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Systemic Support

Description:

"Internal and external support is essential to the success of continuous school improvement strategic planning." (Every Child Every Day by Dr. Mark Edwards) As a community-driven school all stakeholders need to be "all in" to ensure positive outcomes for the whole child.

SAS Alignment: None selected

Strong Leadership

Description:

"A shared vision and mission are evident throughout the school. Decision making that is focused on the school vision and mission is shared with teachers, staff and the community. The principal ensures an equitable, respectful and supportive environmnet that is focused on promoting high achievement expectations for all students." (Six Quality Indicators of High-Achieving Schools ~ The Center for Comprehensive Reform and Improvement.)

SAS Alignment: None selected

Positive Beliefs and Dedication

Description:

Adult beliefs and expectations that ALL students can be successful, and that they contribute to student success (academically, emotionally and socially). Therefore, adults form positive relationships and provide the opportunity for student empowerment. Adults adapt the to the needs of students vs. students adapting to the needs of adults.

SAS Alignment: Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

Student Empowerment

Description:

"Focus on the needs of students and encourage them to develop to their fullest potential, based on their own vision for the future." (Every Child, Every Day by Mark. A. Edwards)

"Unleash the Greatness!" (The Leader In Me by Sean Covey)

Understand and utilize the Power of Yet and Growth Mind Sets (Carol Dweck).

SAS Alignment: None selected

Professional Development

Description:

"Professional development is critical in equipping teachers and school leaders with the research based knowledge they need to design their reading program, select the right tools, and develop support systems. The most effective school implementation designs will take into account the need for ongoing professional development in order to create and sustain a culture of continuous learning and continuous improvement. To facilitate ongoing learning, teachers need time to learn." (Diamond, Consortium on Reading Excellence, Inc. 2006)

SAS Alignment: None selected

Implementation Steps:

Establish a Focus School Leadership Team

Description:

The designation of Lincoln as a Focus School will be shared with the school community via letter and faculty meeting. Community members will be invited to join the collaborative process in developing a continuous comprehensive school improvement plan for the upcoming school years. All interested stakeholders will be welcomed to join the Focus School Leaderhsip Team.

Evidence: Letter, Sign-In Sheets

Start Date: 1/28/2014   **End Date:** 10/9/2018

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership

Regularly Scheduled Strategic Planning Meetings with the Focus School Leadership Team

Description:

Leadership Team members will meet weekly to identify system challenges, determine root causes and strategies to address systemic challenges.

Evidence: Agenda; Sign-In Sheets; Notes; Anecdotal Records

Start Date: 1/29/2014   **End Date:** 4/30/2014

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership
- Professional Development

Maintenance of the Focus School Leadership Team

Description:

The Focus School Leadership Team will meet, monitor and oversee the school improvement process and make appropriate adjustments as needed.

Evidence: meeting agendas; SIP; notes

Start Date: 5/1/2014   **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership
- Professional Development

"Begin with the End in Mind" ~ Clarify the Goal/Mission Statement for Lincoln Elementary School

Description:

With precision and clarity, all stakeholders will determine the goal/mission to ensure that there is a system within the school that fully ensures student improvement and growth.

Evidence: Mission Statement; schedule

Start Date: 2/7/2014   **End Date:** 6/7/2018

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership
- Positive Beliefs and Dedication

Create a Glossary of Terms

Description:

"These terms will be a part of a common language that fosters collaboration and leadership at all levels. All stakeholders will be united by a common vocabulary in order to personalize the Lincoln Elementary School goal/mission and make it their own." (as adapted from Every Child, Every Day by Mark A. Edwards)

Evidence: glossary of terms; posters; weekly huddle; calendars

Start Date: 3/3/2014   **End Date:** 6/16/2018

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership
- Professional Development

Conduct a Systems Audit/Gap Analysis

Description:

A Systems Auditor will be procured to conduct a systems audit to determine gaps within the school structures (for example, schedules, data, curriculum, assessments, etc.)

Evidence: Literacy Evaluation

Start Date: 2/17/2014   **End Date:** 4/21/2014

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Conduct a Systems Audit/Gap Analysis

Review Results of the Gap Analysis with the Focus School Leadership Team

Description:

Review the results, determine and create additonal implementation steps in the 2014-2017 School Improvement Plan.

Start Date: 4/27/2014   **End Date:** 5/19/2014

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Systemic Support

Presentation of the DRAFT 2014-2017 School improvement Plan to the Focus School Planning Committee

Description:

The details of the 2014-2017 School Improvement Plan will be presented to the planning committee during the month of April.

Feedback will be collected for use in adjusting and adapting the plan.

Evidence: sign-in-sheet; agenda

Start Date: 4/21/2014   **End Date:** 4/28/2014

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership

Presentation of the Focus School Improvement Plan to District Administration, BASD School Board and the Executive Director of IU 20

Description:

The Lincoln Elementary School Focus School Improvement Plan will be presented to secure agreement for the implementation of the plan for the 2014-2017 school years. This ensures broad stakeholder engagement in the process.

Evidence: Assurance signatures affixed to the SIP

Start Date: 4/1/2014   **End Date:** 4/30/2014

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Systemic Support
- Strong Leadership

Weekly "Huddle"

Description:

In order to sustain momentum, provide and review strategic communication regarding goals and expectations, at the beginning of each week, the entire school community will gather at the start of the day for the Lincoln Elementary weekly "huddle". Each huddle will provide a charge/focus of the week surrounding common vocabulary, The Leader In Me Habits, procedural/behavioral expectations, etc.

Evidence: weekly powerpoint presentations; "Lincoln Foci" posted

Start Date: 2/18/2014   **End Date:** 6/4/2018

Program Area(s):

Supported Strategies:

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement
- Strong Leadership
- Positive Beliefs and Dedication
- Student Empowerment

- Professional Development

Building and Sustaining a Culture of Distributed Leadership Using The Leader In Me Framework

Description:

The Leader In Me Framework will be used to develop and sustain a behavioral culture of expectations that will lead to distributed leadership to build capacity for growing the whole child. The 7 Habits and The Leader In Me leadership tools will be routinized within the school (for example, weekly/monthly focus, school calendar, faculty meetings, school website, use of leadership notebooks, student-led conferences, etc.)

Start Date: 2/17/2014   **End Date:** 6/17/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

- Systemic Support

- Strong Leadership

- Positive Beliefs and Dedication

- Student Empowerment

- Professional Development

Refine Assessment and Data Driven Environment

Description:

Through professional development, PLCs, and intentional data meetings:

- Valid and reliable data is collected and used to make informed instructional decisions

- Monitor progress on the instructional plan and progress monitoring for the effectiveness of results (monthly)
- Progress monitoring occurs with appropriate frequency and instructional level according to the student's needs (intensive - weekly, strategic - bi-weekly) with appropriate measures based upon plan for progress monitoring

Evidence: data team meeting notes; progress monitoring data

Start Date: 5/1/2014   **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

- Systemic Support

- Strong Leadership

- Professional Development

Incease Teacher Knowledge in the Science of Teaching Reading

Description:

- LETRS training for K-2 teachers before August so that teachers can implement small group instruction by October 1st.
- LETRS training for 3-5 teachers before August 2015
- During the school year, grade 3-5 teachers are provided professional development to more intentionally deliver differentiated reading instruction during core instruction using meaningful literacy workstations and close reading strategies. The professional development will include, but is not limited to the classroom environment, co-planning and classroom visits to begin building teacher knowledge.
- Develop a curricular framework for reading and writing for grades 3-5 using Lucy Calkins Units of Study

Evidence: training & PD sign-in sheets; observation notes; walk-through data

Start Date: 6/16/2014   **End Date:** 5/31/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Positive Beliefs and Dedication

- Student Empowerment

- Professional Development

Refine Literacy Core Instruction

Description:

- Valid and reliable data is collected and used to make informed instructional decisions.
- Kindergarten teachers begin Fundations in October
- K-2 teachers utilize the scope and sequence from the Treasures core curriculum.
- Teachers enhance their delivery of phonological and phonics skills using the gradual release model and instructional practices learned during LETRS and in small follow-up sessions
- 3-5 teachers implement close reading strategies and literacy workstations that occur during the core literacy block to provide intentional independent practice for students.
- Grades 3-5 will utilize Units of Study by Lucy Calkins during core reading and writing instruction

Start Date: 9/1/2014   **End Date:** 6/6/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

- Systemic Support

- Positive Beliefs and Dedication

- Student Empowerment

- Professional Development

Weekly Grade Level Meetings

Description:

Teachers will meet weekly to review data and plan for instruction.

Evidence: Weekly notes, agendas and next steps

Start Date: 9/5/2014   **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

- Strong Leadership

- Positive Beliefs and Dedication

- Professional Development

Conduct Monthly Math Grade Level Data Meetings

Description:

- Monitor and support the implementation of the new math program
- Provide timely resources and PD to scaffold and differentiate support for teachers' instruction

Evidence: Agendas; schedule meeting notes

Start Date: 9/15/2014   **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Collaborative Learning Cultures ~ Develop a System that Allows for Effective and Strategic Communication with ALL Involved with Student Learning and Improvement

- Strong Leadership

- Positive Beliefs and Dedication

- Student Empowerment

- Professional Development

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum

Specific Targets: Increased student performance in literacy in grades K-2

Strategies:

Implement a New Reading Series

Description:

- Kindergarten and 1st Grade Piloted a new reading series, which will be fully implemented in the Fall of 2017.
- Grades 3-5 will implement the new reading series during the 2017-2018 school year.
- **Teacher training on the new series (Grades K-2)**
- **Continued teacher training in literacy (Grades 3-5)**

- **K-2 implemented a new reading series (Wonders) during the 2017-2018 school year.**
- **Grades 3-5 will implement Wonders during the 2018-2019 school year.**

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Training for the New Reading Series

Description:

- K-2 Teachers will receive training on the new reading series by the district
- Bi-weekly planning meetings will occur
- Regular classroom walk-throughs

Start Date: 5/15/2017   **End Date:** 6/5/2019

Program Area(s): Professional Education

Supported Strategies:

- Implement a New Reading Series

Goal #4: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: BASD School Improvement Survey

Specific Targets: Lincoln staff will exercise a "growth mindset" and exercise and communicate the "power of yet" with their students.

Type: Annual

Data Source: WIN Groups

Specific Targets: Students will be assigned appropriately to WIN Groups and will be seen regularly for instruction.

Strategies:

WIN

Description:

- Teacher Training on the Growth Mindset
- Conduct data and progress monitoring meetings with fidelty
- Utilize formative assessments to drive instruction

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

PBIS

Description:

- Revisit and revise the school's PBIS Program to align with The Leader in Me Program
- Receive teaching training from IU 20.
- Plan and prepare for Winter 2018 or Fall 2019 implementation of the PBIS Program from May, 2018 through Oct. 2018.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Progress Monitoring

Description:

- Weekly review of data
- Attend progress monitoring and data analysis meetings regularly

Start Date: 9/11/2017   **End Date:** 6/1/2018

Program Area(s):

Supported Strategies:

- WIN