



School Improvement Plan

Lincoln School

Public Schools of Petoskey

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.			

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

2. What is the experience level of key teaching and learning personnel?

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

2. Describe how this professional learning is "sustained and ongoing."

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.			

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?			

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

8. Describe how the school-parent compact is developed.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.			

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Lincoln Elementary School has representatives that attend District Teaching and Learning Council meetings (D-TLC). D-TLC Continual review of district data helps us set district goals, review and adopt appropriate research-based strategies and insure aligned resources are available for instruction. Lincoln communicates the goals and strategies of the district to our Building Teaching and Learning Committee (B-TLC). This team, comprised of diverse parents, teachers, aides, special education professionals, and building administrator, meet regularly multiple times per year to review building-level, grade-level, classroom-level and individual student data and plan appropriate responses to the changing needs of students. Data reviewed includes NWEA (3x per year), DRA (3 or more x per year), M-Step, DIBELS (ongoing), district writing prompt responses, and common classroom assessments in addition to many informal classroom assessments in all subject areas (reading, writing, math, science and social studies). Data summaries are shared at some staff meetings and PLC days. Staff meetings allowing all staff to contribute in decision-making about adjustments to enrichment, instruction, and interventions in response to students' needs. Stakeholder feedback/perceptions is continually collected and reviewed. In addition to a district perception survey available online annually to all education partners (community members, parents, teachers, staff, administrators, students, etc.) and dis-aggregated by school, Lincoln conducts regular surveys of parents throughout the year (conferences, Title I nights, parent communication nights, summer school). Survey results are shared with the B-TLC and the entire building staff who use data to make changes to programming to meet the needs of families. Parent engagement is carefully monitored and shared with our B-TLC and staff for analysis and decision-making purposes as well. Changes in programming for individuals, subgroups, or the entire student population are based on a variety of these sources (triangulation of achievement data, surveys, engagement rates, student attendance, behavioral referrals, demographic information, etc.). Appropriate benchmarks for each grade level have been established using common core, DRA, NWEA, DIBELS, and M-Step age/grade proficiency ranges. Clear criteria are in place for the referral and participation of students below grade-level benchmarks. Intervention services are prioritized to reach all students below benchmark with those needing the most support receiving the highest frequency and intensity of intervention services available. Tier II and Tier III supports are delivered by highly qualified academic aides during intervention time so that all students participate fully in core instructional periods of time in the classroom. Three or more times per year, academic aides providing interventions formally meet with classroom teachers to add new students in need of intervention, exit students meeting benchmark, and adjust the goals and/or strategies for students receiving support as necessary. While students are added, exited, and services adjusted during interim times, as needed, these four formal meeting times during the year between academic aides and teachers allow for in depth conferencing and collaboration with regards to meeting student's learning needs.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

A targeted assistance plan is part of our School Improvement Plan (SIP). Goals for meeting the needs of eligible students are written to ensure that eligible students are given the assistance they require to be successful in the five content areas (e.g., reading, writing, math, science, and social studies). Throughout the school year, teachers and academic paraprofessionals work together to identify students in all grades K-5th who need additional assistance in order to meet grade level goals and content expectations that align with Michigan's Standards and Benchmarks (e.g., GLCEs, CCSS, NGSS, and C3). Multiple measures indicate performance trends that are used to identify participating students. Ongoing teacher observations and classroom assessments, parental input, and common grade level assessments are additional measures used to classify areas of need for students who may need supplemental support due to below grade-level achievement in one or more of the five core content areas.

The data is reviewed in present-time and longitudinally using intervention forms and online documents found in INFORM (soon to be in Illuminate) and NWEA. The review is a collaborative effort by classroom teachers, Title I (and other academic) paraprofessionals, special education teachers, and administrators. Academic records are combined to get a picture of a student's overall academic profile and also to identify any changes in that profile. A priority list of students is ranked by grade and subject area based upon need--as evidenced by lowest scores in each subject area and also specific content weaknesses within subject areas. Student data are then reviewed again across grade levels, and a final priority list for supplemental Tier II intervention services during the school day for Lincoln Elementary School is produced. (This same process takes place for our summer learning program, and summer math and reading intervention) Progress monitoring continues throughout the intervention process, and students are reconsidered for support four times per year during teacher-academic aide conferencing. (Note: There is also ongoing progress monitoring between meetings to ascertain if students require different services or if supplemental academic services are no longer necessary.)

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Data from the described national, state, district, PLC-created, and classroom assessment resources were considered to generate the list of eligible students using the below-level cut score information. The assessments not only enable us to rank students, they also help us modify instruction to meet student needs of tiered support (including classroom support). Our staff members work together to provide additional assistance to enable ALL students to meet state standards and benchmarks.

Student progress is reviewed at multiple times during the year. All of our assessment resources are used to determine eligibility, and they are also used to mine the data into smaller bits of information to determine specific interventions. For example, Northwest Evaluation Association (NWEA) is research-based and nationally normed, and the data can be divided into subcategories to delineate data by student, subgroup, and full group. The NWEA test provides areas to target for instruction (e.g., multiplying by 2-digit numbers). Likewise, the M-Step also allows us to review student and subgroup gaps in achievement with references to specific areas for improvement within each core area tested. If at any time the instruction team feels that there is not enough available data, they may request further testing from our school psychologist (ISD provided) or gifted and talented teacher. An intervention plan for each student not reaching grade-level expectations in a core academic area (and ranked for intervention) is developed and implemented by the teacher and paraprofessional team.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Pre-Kindergarten:

Although Public Schools of Petoskey does not have a preschool program run by the district, Lincoln is in direct contact with area preschools. Area preschools provide our staff with assessment information for each child attending compensatory programs. However, Title I funds at Lincoln may be only used only for supplemental interventions in grades K-5th. Preschool families are transitioned to Lincoln through our Kindergarten Round-Up orientation, guided tours of the school and kindergarten. During Kindergarten Round-Up, parents are given information about ways they can help their child prepare for and succeed in school while new students have opportunities for free-play and participation in informal assessment measures.

Various assessment resources (NWEA/Diabetes/DRA) are used to determine eligibility in grades K-2nd Title I programs. Early elementary (K-

2) also rely heavily on teacher judgment, pre-school data, and parent information. All assessment resources are used to establish eligibility and help us mine data into smaller fragments of information for specific lesson planning and intervention work.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At the beginning of the school year, a district Title I Referral Form is drawn up for eligible Title I students based on the previous year participation (students not exited from services during the prior year) and current student data analysis. Lincoln's teachers, in collaboration with their Title I/academic paraprofessional team, meet 3 or more times per year to rank order students from those with the highest needs to those with the lowest. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. Teachers may request services for a student at any time and have a specific Tier III application form available for students in need of support already receiving Tier II support. An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Instructional goals are set by the classroom teacher, while the teacher and Title I paraprofessional work together to develop and implement specific strategies during both classroom and intervention time. Each grade level has a designated intervention time to insure all students are present and fully participating in core classroom instruction. Intervention groups are reorganized as needed throughout the school year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Lincoln's School Improvement Plan. Lincoln's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Paraprofessional Compact" to review, sign, and return to the Title I/academic paraprofessional. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic paraprofessionals. These interventions include the "pull-out" model of students in groups of no more than four (Tier II) or one-on-one (Tier III) and the "push-in" model added assistance in the classroom, whether it be one-on-one or small group.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

General Instruction:

All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, non-linguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal walkthroughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement.

ELA:

Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self-selected reading, working with words and writing. A leveled book room is being developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade so many leveled readers are available to students so they have opportunities to read on their reading level throughout the day. Grades four and five use the anthology, leveled readers (informational and narrative) coordinated to genre established in the CCSS/GLCES and agreed upon during district and building level meetings, and other informational resources available in text or online. Many of these resources are stored and available in our shared book room.

Writing:

In writing we have gone through a progression of the Collins Writing Program, Six Plus One Writing Traits, and have now adopted MAISA writing units (based on the work of Lucy Calkins). Many staff members have attended and some presented at the Red Cedar Writing Program workshops and shared their expertise with others in a teachers-teaching-teachers format. While analyzing our demographic data, we noticed a gap with boys performing lower in writing. As a result, we have included many more informational type books to give boys more opportunities to read more high interest text they. We have also expanded allowable writing topics to accommodate our boys.

Math:

In math teachers are using Engage New York/Eureka math program , Zern and IXL with the last two being on line programs.

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Science & Social Studies:

All students receive science and social studies instruction based on the information we have received first as GLCEs and now under CCSS Literacy, Next Generation Science Standards, and C3 Social Studies Standards. . Because of the overall performance at the grade level, all students need aligned curriculum, improved background knowledge and more STEM instruction,

As in all core areas, classroom performance in Science and Social Studies that indicates difficulty with reading comprehension the is taken into consideration when deciding on additional teacher or paraprofessional help for our students in these subject areas as well.

Additionally, students need exposure to highly engaging instruction through inquiry-based authentic learning opportunities. Our teachers continue to receive training focused on these areas from our STEM coach. This year, we will be heavily engaged in lesson plan study in the area of science to further examine whether low science proficiency rates are due to misalignment of instruction with state testing measures, instructional time, instructional practices, and/or instructional resources.

Shifting Instructional Practices:

Working with our Occupational Therapist through CharlevoixEmmet Intermediate School District, we have devised a variety of sensory tools and put them in place for our general education students who demonstrate a need to move. These tools have enabled some of our students to attend better, remain on task for longer periods of time, and improve their PERSEVERENCE. They include weighted balls for sitting, wiggle seats, Therabands, fidget tools, and gum.

Data Review & Intervention Placement:

Once we have completed the needs assessment outlined in question #1, our intervention team looks at the data as a grade level and chart where each student falls in reading and math (using percentages). Students who fall below 40% on prescribed assessments are considered Tier II students. All students start with Tier II instructional support that fall below 40%. Students who do not make sufficient progress in response to Tier II intervention support (various strategies from 30 minutes one day per week to 30 minutes 5 days per week for 3 week minimum time period), are additionally assigned to Tier III support (30 minutes of additional support from one to five days per week, as needed). Teacher discretion is used when tests give different results, and at times additional assessments or retesting is done to ensure our student data is accurate and updated to show exactly where all students are performing.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placements outlined through the data review. Students in Tier II may only need extended time, pre-teaching, additional checks for understanding, or a small review. Title services may provide additional help to these students a few times a week for 30 minutes in group sizes of four or five. Most students in Tier II need 30 minutes each day to work on specific strategies to help them reach proficiency in identified areas of weakness. Students are intentionally grouped so that students working on the same goals and strategies are working together. Students in Tier III require additional time on concepts for longer periods of time and in a one-on-one setting or a one-on-two setting. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally four times per year in formal meetings between teachers and paraprofessionals to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. In addition, student progress is charted on the data wall and data summaries are shared by the B-TLC data team with all staff at staff meetings.

Primary Intervention Programming:

Lincoln uses a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole-group instruction during some math and science classroom instruction. "Pull-out" services are only used during non-core instructional

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time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized to provide up to five levels of instruction and intervention using the same focus areas and topics. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given

additional help with the intensive intervention program Sound Partners by Sopris West (2005).. These programs focus on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practices given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area of need identified in M-Step or other data. In Math, students who are identified by the needs assessment are also classified into our Tiers and individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to re-mediate students. Students having difficulties grasping skills or bigger concepts are also given more exposure and scaffolding in small group settings.

previously. In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master concepts.

English Language Learners:

We do not currently have ELL learners enrolled at Lincoln.

Academic Paraprofessional Training:

In addition to the individual planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service training's held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Assistance Models:

All intervention models (from teachers or paraprofessionals) provide additional instructional strategies and supports to help each child achieve grade-level standards. Sometimes, this may include introducing students to vocabulary or background information prior to full-group instruction. Other times, it might include side-by-side support from a Title I/academic paraprofessional during the independent or guided practice portion of a lesson. Still other incidences of Title I/academic paraprofessional support are, but are not limited to:

- Center work with below grade-level students or students requiring additional skill support,
- Progress monitoring of Title I/academically weak students,
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts),
- Reading aloud or partner reading to help develop fluency and comprehension,
- Targeting specific skills in reading, math, science, or social studies, and
- Reinforcing concepts (e.g. vocabulary, math/reading strategies, etc.).

In addition to support during the school day, Lincoln provides extended learning opportunities focused on helping eligible students.

These include, but are not limited to:

- A summer learning program (using end-of-the-year data for an individually prescriptive experience)- often for 4 hours a day for 9 days in

July and focusing on reading (informational and narrative) and math instruction,

- After-school groups that support success in core academic areas,
- Parent involvement and family learning nights, and
- Leveled readers and online skill development resources (e.g., Reading A-Z, 6-Minute Solution fluency passages with comprehension questions, etc.) for practice at home.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

All students receiving supplemental learning time experienced improved learning as measured by NWEA, M-step, DRA, DIBELS, and common assessment data. Illuminate (platform that organizes all student data) help us analyze individual and subgroup growth. Michigan Top-to-Bottom rankings placed Lincoln in the 89th percentile of Michigan schools.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Prior to 2012-2013, students receiving supplemental instruction were pulled out of classrooms at various points throughout the day. Our school implemented a different approach to interventions to minimize the amount of time students spend out of the classroom and eliminate any loss of core instructional time. We now provide supplemental instruction through support during common grade-level intervention time. Each grade level has common 30 minute period in the day that our intervention team works with small groups in and out of the classroom. All students are receiving differentiated reading and math instruction in small groups during this time. Although the teacher sets the goals and strategies for all students, our academic aides work with students who meet criteria for Title I supplemental instruction while the teacher, resource room teacher and approved volunteers (retired teachers, parents, etc.) work with students at or above grade level during this common intervention time. Many of our classrooms call this "book club" and/or "flex time". Building schedules indicate blocked intervention time common to each individual grade level. Teachers apply for additional support (Tier III) using a building-wide application form. Requests are considered upon receipt, with priority given to students not making significant progress despite trying a variety of classroom and intervention strategies and increasing the intensity and frequency of intervention time. Teachers and academic aides work together to schedule Tier III time around core instruction, including a 90 minute literacy block, 60 minute math block, and science/social studies instruction. Summer school is also offered for 3 weeks of the summer to supplement learning for students who meet Title I eligibility criteria, and summer reading and math interventions where also available this past year.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

General Instruction:

All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, non-linguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal walkthroughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement.

ELA:

Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self-selected reading, working with words and writing. Many of our teachers use the Daily 5/Cafe instructional platform. A leveled book room has been developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade. We are also currently labeling all books in our library with DRA levels so that all readers can find "just right fit" books. Many leveled readers are available to students so they have opportunities to read on their reading level throughout the day. Grades four and five use the anthology, leveled readers (informational and narrative) coordinated to genre established in the CCSS/GLCES and agreed upon during district and building-level meetings, and other informational resources available in text or online. Many of these resources are stored and available in our shared book room.

Writing:

In writing we have gone through a progression of the Collins Writing Program, Six Plus One Writing Traits, and several years ago adopted Lucy Calkins, A Guide to the Writing Workshop, (2006) as the foundation of our writing program. Many of my staff members have attended and some presented at the Red Cedar Writing Program workshops and shared their expertise with others in a teachers-teaching-teachers format. While analyzing our demographic data, we noticed a gap in fourth grade writing scores with boys performing lower in writing. As a result of research analysis on boys and writing (see writing goal citations), we have included many more informational type books to give boys more opportunities to read more high interest text they. We have also expanded allowable writing topics to accommodate our boys.

Math:

In math teachers are using Engage New York/Eureka Math program, IXL, and Zern with the last two being on line programs.

Science & Social Studies:

All students receive science and social studies instruction based on the information we have received first as GLCEs and now under CCSS Literacy, Next Generation Science Standards, and C3 Social Studies Standards and coaching from our district STEM coach. All students need aligned curriculum, improved background knowledge, general and additional instruction, and informational reading strategies to globally improve comprehension of informational text and materials. As in all core areas, classroom performance in Science and Social Studies that indicates difficulty with reading comprehension is taken into consideration when deciding on additional teacher or paraprofessional help for our students in these subject areas as well.

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Shifting Instructional Practices: Finally, we utilizing the Common Core MAISA Curriculum Units in ELA & Literacy (across the curriculum) andalso the Oakland Units in Science and Social Studies to make the "shifts" in the curriculum and in instructional practices that will enable ourstudents to be college, career, and life-ready as they progress from grade to grade.

In working with our Occupational Therapist through Charlevoix-Emmet Intermediate School District, we have devised a variety of sensory tools and put them in place for our general education students who demonstrate a need to move. These tools have enabled some of our students to attend better, remain on task for longer periods of time, and improve their PERSEVERENCE. They include weighted balls for sitting, wiggle seats, Therabands, fidget tools, and gum.

Data Review & Intervention Placement:

Once we have completed the needs assessment, teachers, academic paraprofessionals, and the principal look at the data as a grade level and chart where each student falls in reading and math (using percentages). Students who fall below 40% on prescribed assessments are considered a Tier II student. Tier II students are prioritized, based on triangulation of data, to determine the intensity and frequency of programmed interventions. Not all students receiving Tier II supplemental instruction receive the same level of support. These levels are adjusted based on progress monitoring analysis. Students who are not adequately responding to a variety of intervention strategies offered, increased intensity or frequency of support are targeted for additional, Tier III supplemental support. Often, these students fall well below the 40th percentile on prescribed assessments. Students receiving Tier III support receive up to 60 minutes total (Tier II and III) support daily, although each student's intervention plan differs according to their needs and response to interventions.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placement as outlined through the data review. Students in Tier II may only need extended time, pre-teaching, additional checks for understanding, or small group review. Title services may provide additional help to these students a few times a week for 30 minutes in group sizes of four or five. Students in Tier III may require additional time on concepts daily for longer periods of time and in a one-on-one setting or a one-on-two setting. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally four times per year in formal meetings between teachers and paraprofessionals with plan reviews happening between formal meetings to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. During the intervention sessions, paraprofessionals keep records of the individuals and groups they met with, the instruction that was given, the outcomes of the interventions, and time spent with each group/individual. These records are reviewed at formal and informal meetings with teachers and the principal.

Primary Intervention Programming:

Lincoln implements a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole-group instructions when possible, and within multiple forms of small-group instruction. For example, the "push-in" model is used for rotating center activities and during guided/independent practice opportunities for students.

"Pull-out" services are only used during non-core instructional time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized to provide up to five levels of instruction and intervention using the same focus areas and topics. LLI by Fountas and Pinnel is also used to supplement reading instruction. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West

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(2005). This program focuses on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practice is given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area of need identified in M-Step or other data. In Math, students who are identified by the needs assessment are also classified into our Tiers and individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to remediate students.

English Language Learners:

We currently do not have any enrolled ELL students.

Academic Paraprofessional Training:

In addition to the individual planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service training's held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Assistance Models:

All intervention models (from teachers or paraprofessionals) provide additional instructional strategies and supports to help each child achieve grade-level standards. Sometimes, this may include introducing students to vocabulary or background information prior to full group instruction. Other times, it might include side-by-side support from a Title I/academic paraprofessional during the independent or guided practice portion of a lesson. Still other incidences of Title I/academic paraprofessional support are, but are not limited to:

- Center work with below grade-level students or students requiring additional skill support,
- Progress monitoring of Title I/academically weak students,
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts),
- Reading aloud or partner reading to help develop fluency and comprehension,
- Targeting specific skills in reading, math, science, or social studies, and
- Reinforcing concepts (e.g. vocabulary, math/reading strategies, etc.).

These include, but are not limited to:

- A summer learning program (using end-of-the-year data for an individually prescriptive experience)- often for 3 weeks during July and focusing on reading, math, and science concepts providing a specific challenge to invited students or our student population as a whole (identified using multi-year trend data)
- After-school groups that support success in core academic areas,
- Parent involvement and family learning nights, and
- Leveled readers and online skill development resources (e.g., Reading A-Z, 6-Minute Solution fluency passages with comprehension questions, etc.) for practice at home.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Students and parents are invited to a Kindergarten Round-Up in the spring of the year prior to attending Lincoln. Photo books about Lincoln are sent home with students. These books include photos of Lincoln's principal, kindergarten teachers, Title I/academic paraprofessionals,

and other relevant staff. Teacher letters contain suggested activities for helping students transition to kindergarten are also sent home.

Examples of these suggested activities include:

- Set aside a special time to read to your child each day.
- Encourage the artist in your child. Provide crayons, safety scissors, and large paper.
- Help your child practice writing his or her first name. Start with a capital letter, then, use lower case for the rest.

In addition, a letter from the teacher is sent home in August introducing the teacher and welcoming the students to their classroom. In the fall, A beginning experience is offered for students, and an Open House is held before school starts for parents and students to once again meet the teacher and familiarize themselves with the classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Lincoln uses the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Pupil services personnel are trained and managed through our district office. Parents are invited and encouraged to attend Open House, Title I night in the fall, parent communication nights, STEM night, conferences, assemblies, field trips, and are welcome in classrooms as helpers and visitors. These experiences all provide opportunities for parent partnership and learning.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		17-18 PD Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Lincoln's Teaching and Learning Committee (school improvement team) meets regularly and includes parent members. We have an extremely active PTO here that involves many parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are invited to attend Lincoln's School Improvement Team meetings throughout the year, including those that help us prepare for the upcoming year's response to student learning needs. Parent suggestions serve as important part of program development and evaluation. In addition, online parent surveys are available at conferences and advertised on weekly newsletters. In addition, a district perception survey is available online at our website. Any and all informal feedback from parents given to staff is shared at staff meetings.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, newsletters, and our Title I/academic paraprofessional website. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

- * Every fall we conduct a Title 1 Family Night where we disseminate information regarding who we are and what services we provide for the students. We discuss and demonstrate ways for parents to participate in their child's education at home such as how to select books at their level and use reading strategies with them. We provide training on how to access our District's and Lincoln's websites to facilitate communication with our staff and use the many available learning sites with their children.
- * Lincoln conducts parent communication nights which help parents understand and partner with us on education initiatives (common core, DRA and just right fit books, I can statements, technology apps, etc.). We often use these nights to also spotlight current student work and projects, giving parents a chance to connect to their children's learning progress and interests outside of conferences.
- * Throughout the year our Lincoln PTO sponsors and invites families to visit and participate in many activities (Field Day, Fitness day, Parent Recess, Movies...
- * Year-round we maintain locations in our hallways and send home building and classroom newsletters containing a variety of school-to-home connections and ideas for supporting learning at home.
- * In Lincoln's Media Center we maintain a section of books and educational games devoted entirely for families to check out and use at home.
- * Whenever parents request more information and/or materials for working with their children at home, we compile a variety of packets including such items as take-home booklets, fluency practice reading material, spelling / vocabulary lists and writing "journals". We continually encourage all parents to visit and/or volunteer in their child's classrooms and other school activities. Many of our family members serve as informal instructors for Junior Achievement lessons and as reading and math small group helpers. In addition to the weekly newsletters that classroom teachers send out, all families are sent monthly calendars of school activities.

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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Through Lincoln's "open door" policy and our multitude of previously described activities, we ensure parents have many ongoing opportunities to share experiences and make suggestions regarding our programs. We conduct formal annual parent/family surveys at the both district and school level. We also provide opportunities for written and anonymous feedback at all Title I activities/events. The results of these are reviewed and discussed at staff meeting and responded to in a timely manner	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

The parent involvement plan will be evaluated through parental attendance at school conferences, student activity programs conducted during school hours and special nights, and parent volunteering in the classroom. In addition, families are requested to answer both a school wide survey.

5. Describe how the parent involvement activities are evaluated.

The parent involvement plan will be evaluated through parental attendance at school conferences, student activity programs conducted during school hours and special nights, and parent volunteering in the classroom. In addition, families are requested to answer both a school wide survey .

6. Describe how the school-parent compact is developed.

The parents/guardians of each targeted Lincoln student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The attached title compact is originally a publisher brochure	Title Compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

To effectively communicate a child's assessments, results and goals the Lincoln staff employs several means. In addition to the general education Report Cards issued during the year, Academic Paraprofessionals are available for all parent/teacher conferences where we

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review Title I progress and explain current targeted skills and goals being worked on, with associated test data, as well as what future levels of achievement we are aiming at for the child. Parents are given several data reports in the forms of graphs and/or written explanations (NWEA, M-Step, DIBELS,) to show their student's continuing progress in reading, writing, math, social studies and science. Teachers and Paraprofessionals are all available before or after school, or at any scheduled time, to discuss and further explain these items with parents, and address any other issues or questions they may have. Our school e-mail addresses, web pages and phone numbers are made available to families to facilitate communication. In addition, overall school data is shared in annual reports, district and building newsletters, and our website.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The following Federal, State, and local agencies, programs, services, and activities provide additional experiences or resources that benefit our Title I and At Risk students and coordinate Title I, general education, and special education instructional services with local, state, and federal programs. There is ongoing communication between Title I academic paraprofessionals, teachers, administrators, and Title VII personnel regarding shared students. Also, Lincoln's Title I academic paraprofessionals and teachers communicate shared student information with the Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

Lincoln Elementary School:

1. Takes part in the Federal Nutrition Program for breakfast and lunch with Free/Reduced lunch provided to qualifying students.
2. Partners with the Manna Project to provide identified students with weekend food packages.
3. Works with Title VII, Indian Education, coordinator and program for tutoring services to tribe member's children.
4. Partners with the Big Brothers/Big Sisters national mentoring program to provide mentors to referred students. Referral is by teacher request with parent permission received.
5. Provides Homeless services under the McKinney-Vento Act.
6. Partners with Junior Achievement Organization to supplement economic curriculum lessons for all students.
7. Operates a Girls on the Run program.
8. Partners with the YMCA to provide an after school program that provides healthy snacks and activities as well as homework help.
9. Received grants from the Petoskey Education Foundation to provide mentor texts for the Lincoln Book Room mentioned in our School Improvement Plan to provide high interest text for boys, increase information text reading/writing, and provide just right fit books for all students.
10. Meets with the Char -Em ISD TEAM (psychologist, speech therapist, occupational therapist and social worker) once per month to discuss students, look over progress monitoring and interventions in place for students, and in conjunction with the classroom teacher, Title paraprofessional, Special Education Teacher, counselor and principal determine whether formal evaluation for special education is needed.
13. Student council participates in, organizes, and carries out a variety of activities with service organizations.
14. PTO sponsors and coordinates a variety of service activities with local organizations (Giving Tree, Care and Share, etc.)
15. Collected books for the GSRP Collaborative Book Give Away..
16. Recommends a 5th grade boy each year for a Camp Daggett Scholarship.
17. Invites science Alive to the school each year.
18. Partners with local farmers and our food service to sponsor try it Tuesdays once per month.
19. Partners with our trails council, Harbor/Petoskey foundation and local bike shops to provide bike safety lessons and biking field trips. to provide
20. Partners with Emmet County Recycling to recycle at the school.
21. Field trips to properties and invites the Little Traverse Conservancy into the school for demonstrations.
22. Holds a 3rd grade Social Studies Day based on the Native American heritage with Odawa tribal members.
23. Holds a 5th grade Social Studies Colonial Day that partners with various community members to provide centers based on colonial life.
24. 5th grade field trip to Mackinaw Island to reinforce 5th grade social students GLCEs.
25. Invites members of the Mackinaw Historical Society to present colonial demonstrations of life at Fort Mackinaw during the 1800s.
26. Partners with the Fly wheeler Association to provide a day for 4th grade students to visit centers based on turn of the century life in

Northern Michigan.

27. Students take part in the McCune Arts Center exhibits.
28. Provide class visits to the local farm markets and local farms.
29. Provide opportunities for the local public library to visit our school, and for our students to visit the library.
30. Coordinate with Camp Daggett staff to provide trips and staff development opportunities that support the Full Value Agreement.

All of the aforementioned agencies and resources are tied to Lincoln's school improvement plan or enhancement strategies. The connections are made to supplement educational experiences and resources, many of which are targeted to our economically disadvantaged and academically below-level students. They aid their acquisition of background information, build vocabulary, address nutritional needs, and provide emotional and family supports. The additional experiences make those real-life connections that are often the very ones that keep our most at-risk students and families actively engaged in learning

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The connections are made to supplement educational experiences and resources, many of which are targeted to our economically disadvantaged and academically below-level students. They aid their acquisition of background information, build vocabulary, address nutritional needs, and provide emotional and family supports. The additional experiences make those real-life connections that are often the very ones that keep our most at-risk students and families actively engaged in learning.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

As students complete assessments periodically throughout the year, Lincoln teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA at least 3 times per year, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that M-Step results are revealed at inconsistent times during the year we use these results to help make accommodations.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placement as outlined through the data review. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally 3 times per year in formal meetings between teachers and paraprofessionals with plan reviews happening frequently to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. During intervention sessions, paraprofessionals keep records of the individuals and groups they met with, the instruction that was given, the outcomes of the interventions, and time spent with each group/individual. These records are reviewed at formal and informal meetings with teachers and the principal.

Primary Intervention Program:

Lincoln implements a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole-group instructions and within multiple forms of small-group instruction. For example, the "push-in" model is used for rotating center activities and guided/independent practice. "Pull-out" services are only used during non-core instructional time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized, along with LLI by Fountas and Pinnel, to provide up to five levels of instruction and intervention using the same focus areas and topics. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West (2005).

This program focuses on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practice is given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area of need identified in M-Step or other data. In Math, students who are identified by the needs assessment are also classified into our

Tiers and individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to re-mediate students. Students having difficulties grasping skills or bigger concepts are also given more exposure and scaffolding in small group settings using the On Cloud Nine program mentioned previously. In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master concepts. Any intervention plan (for students not reaching grade level expectations in core academic areas) are developed and implemented by the teacher and Title I/academic paraprofessional. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Lincoln's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Lincoln Elementary School" form for each student:

- Multiple achievement results
- Interventions completed
- Intervention outcomes (positive and negative)
- Comments about annual performance
- Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

After evaluating student data, Lincoln's teachers, administrator, and Title I/academic paraprofessionals are able to identify and discuss instructional weaknesses. Teachers and Title I/academic paraprofessionals look for professional development opportunities offered through Char-Em ISD, district-wide/state-wide in-services, and Lincoln's staff meetings to learn strategies to address those instructional weaknesses. Some current topic examples include:

- Summarization
- Fluency
- Effort
- Gender gaps
- Future: Lucy Calkins Writing Units (Informational)

Our district also conducts a survey to collect information from district staff regarding the future direction of professional development to meet our district improvement goals. Professional development opportunities offered are supported by research. Title I/academic paraprofessionals have specifically received training in research-proven methods to improve literacy and math skills, including:

- Macmillan McGraw-Hill Treasures and Triumphs Interventions
- Lucy Calkins: A Guide to the Writing Workshop
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Phonics and fluency
- MAISA Units and Smarter Balanced Assessments

In addition to the listed workshops, PLC strategies, and individual teacher/paraprofessional planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers, attendance at PLC/PD days with cross district grade-level teachers, formal meetings with the building principal, opportunities to attend instructionally-based in service training held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant.

The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Our school improvement team, and this year our data team, will review at minimum 3 times per year subgroup and individual data (academic, demographic, discipline, attendance, etc.) to monitor student needs, identify positive and negative trends, and adjust school improvement, targeted assistance, and instructional plans. Additionally, our teachers and academic aides meet at least 3 times per year to review the progress and adjust supplemental instruction for each student. Lincoln tracks achievement data (NWEA, M-Step, DRA) data for each student in the school as will Illuminate. All data and data summaries are made available to staff at staff meetings during regular data dialog meetings..

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Our school improvement team, and our data team, will review subgroup and individual data (academic, demographic, discipline, attendance, etc.) to monitor student needs, identify positive and negative trends, and adjust school improvement, targeted assistance, and instructional plans. Additionally, our teachers and academic aides meet multiple times per year to review the progress and adjust supplemental instruction for each student. Lincoln monitors achievement data (NWEA, M-Step, DRA) data for each student in the school as does Illuminate. All data and data summaries are made available to staff at staff meetings during regular data dialogue meetings.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

The school improvement team, data team, teachers and academic aides work together to carefully and frequently monitor the performance of students receiving supplemental services to assure they are making adequate progress toward grade-level goals. Teams also study the number of students exiting supplemental services from one year to the next, formal and informal assessment data (DRA, M-step, DIBELS, NWEA, common assessments, etc.), retention rates, and number of referrals to special education as indicators of effective supplemental services.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

In addition to a review of annual exit, progress, and referral data related to supplemental services, staff and parents complete surveys to identify strengths and weaknesses of the targeted assistance program. Survey results are shared with stakeholders and changes are made through the existing school improvement team, data team, and staff meeting process.

2015-2018 School Improvement Plan 2017-2018

Overview

Plan Name

2015-2018 School Improvement Plan 2017-2018

Plan Description

All dates in this plan will now extend to 2018.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet or exceed state standards for proficiency in math.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$23000
2	All students will meet or exceed state proficiency standards in reading.	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$45450
3	Students will meet or exceed state proficiency standards in science.	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$34820
4	All students will meet or exceed state standards for proficiency in social studies.	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$29470
5	All students will meet or exceed state standards for proficiency in writing.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$41470
6	Lincoln will create a family environment that involves students, parents and staff working together to improve the climate of the school.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2000

Goal 1: All students will meet or exceed state standards for proficiency in math.

Measurable Objective 1:

72% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level mathematics content as specified by the common core state standards. in Mathematics by 06/08/2018 as measured by State Standardized Assessment (annually), NWEA (fall, winter, spring), and Common Grade-Level Assessments (ongoing).

Strategy 1:

Building Vocabulary - Staff will increase student mathematical knowledge through building academic vocabulary in Mathematics by helping students develop effective strategies that support vocabulary knowledge and conceptual understanding in mathematics.

Category:

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to Improve the Tools of Educators.

Tier: Tier 1

Activity - Vocabulary Identification, Use, and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to identify key mathematics vocabulary necessary for common core standard mastery, infuse vocabulary into lesson plans, classroom activities, and assessments, coordinate vocabulary interventions with Title I staff, and create a scope and sequence of science vocabulary, K-5.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$8000	Title II Part A	Administrators, teachers, paraprofessionals

Strategy 2:

Making Math Thinking Visible - Teachers will make math thinking visible in their instruction (modeling) and increase opportunities for students to make math thinking visible through increased use of math manipulatives, graphic representations, think alouds (partner share, etc.), and math writing opportunities. This will occur in all areas of math, but with an intense focus in the areas of math facts, time, money, fractions, and measurement. Special education teachers will be trained in On Cloud Nine instructional methods and share mental math strategies with all staff.

Category:

School Improvement Plan

Lincoln School

Research Cited: The use of formative and summative assessment data has shown to increase student achievement in math.

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: An essential part of the integrated whole. Thousand Oaks, CA: Corwin.

Black, P., Harrison, C., Lee, C., Marsh, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86(1), 9 -19.

Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). TEAM: Tools for early assessment in mathematics. Columbus, OH: McGraw-Hill Education.

Foegen, A., Jiban, C. & Deno, S. (2007). Progress monitoring measures in mathematics: A review of the literature. Journal of Special Education, 41(2), 121-139.

Johnson, B. (2002). Instant feedback: Principles of, and techniques for, formative assessment.

Marzano, R., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Manipulatives, Graphic Representations, Think-Alouds, Math Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$15000	General Fund	Administrators, teachers, paraprofessionals

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

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Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (2012). Handbook of research on student engagement. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpertgawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education*, 11(3), 167-177. Retrieved from <http://cie.asu.edu>

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Teachers, paraprofessionals, administration

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
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Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98. Learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, paraprofessionals

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Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Strategy 5:

Learning Targets - Staff will communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.

Category: Mathematics

Research Cited: Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Moss, Connie and Susan Brookhart. Advancing Formative Assessment in Every Classroom. Alexandria: ASCD, 2009.

Tier: Tier 1

Activity - Posting Learning targets and referring back during lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaborati on, Professiona l Learning, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers and Principal
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Goal 2: All students will meet or exceed state proficiency standards in reading.

Measurable Objective 1:

82% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level reading skills as specified by the common core state standards. in Reading by 06/08/2018 as measured by State standardized assessment (annually), NWEA (fall, winter, spring), DRA (quarterly), DIBELS, MLPP.

Strategy 1:

Close and Critical Reading - Increase use of close and critical reading strategies - Staff will implement strategies for close and critical reading.

Focus will include:

Professional Development for staff in close and critical reading.

- A. Comprehension (Grades 2-5) with the emphasis on retelling/summary.
- B. Word Study (Grade 2-5) with emphasis on meaning of vocabulary in context.
- C. Informational Reading (Grades 2-5) with emphasis on
 1. Text structure (ex: Compare/contrast, Sequence, cause and effect, problem/solution, etc.)
 2. Text features (ex: headings, titles, photos, graphs, diagrams, etc.)

Category:

Research Cited: Marzano, Pickering, & Pollack (2001). Classroom instruction that works. ASCD.

Weber, Nelson, & Schofield (2012). Guided highlighted reading: A close-reading strategy for navigating complex text. Maupin House Publishing Co.

Five close reading strategies to support the Common Core. <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Tier: Tier 1

Activity - Close & Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$2450	Title II Part A	Administrators, teachers, paraprofessionals

School Improvement Plan

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Strategy 2:

Clear Learning Targets - Establish consistent grade level learning targets for grammar/conventions - Staff will work to align learning targets for grades K-5 in grammar and conventions, and then teach these skills to students.

Category:

Research Cited: Pickering, & Pollack (2001). Classroom instruction that works. Alexandria: ASCD.

Education Nation: Revived support for grammar instruction. http://hechingered.org/content/education-nation-revived-support-for-grammar-instruction_5638/

Grammar gallery, the research basis. Stathis, R. and Gotsch, P. <http://www.teacherwritingcenter.org/explicitgrammarpaperfinal.pdf>

Tier: Tier 1

Activity - Establish Grammar/Convention Grade-Level Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$0	No Funding Required	Teachers, administrators

Strategy 3:

Reading Interventions - Teachers and aides will use data to guide intervention assignment, lessons, and resources used to address students' reading challenged as measured against established grade-level reading benchmarks. Lincoln's data team will continually monitor and inform the work of staff in providing appropriate levels of effective interventions to each individual child.

Category:

Research Cited: DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How a professional learning community responds when kids don't learn.

Schmoker, M. (2006). Results now. ASCD.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD

The Importance of Collaboration in Teacher Professional Development, Dyer, K. <https://www.nwea.org/blog/2013/the-importance-of-collaboration-in-teacherprofessional-development/#sthash.T9SHE9h1.dpuf>

Tier: Tier 1

Activity - Reading Intervention Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.</p>	<p>Teacher Collaboration, Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/09/2015</p>	<p>06/17/2016</p>	<p>\$43000</p>	<p>General Fund, Title I Part A, Section 31a</p>	<p>Administration, Data Team, Teachers, Paraprofessionals</p>
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Strategy 4:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (2012). Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-gawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education, 11(3), 167-177. Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, staff
Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Strategy 5:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

SY 2017-2018

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Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: An international perspective* (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). *School climate: Measuring, improving, and sustaining healthy learning environments*. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology*, 99, 83–98. *Learning environments: An international perspective* (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, paraprofessionals
Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, paraprofessionals
Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, paraprofessionals

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Strategy 6:

Learning targets - Staff will communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.

Category: English/Language Arts

Research Cited: Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Moss, Connie and Susan Brookhart. Advancing Formative Assessment in Every Classroom. Alexandria: ASCD, 2009.

Tier: Tier 1

Activity - Posting Learning targets and referring back during lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers and Principal

Goal 3: Students will meet or exceed state proficiency standards in science.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level science content defined by the common core state standards. in Science by 06/08/2018 as measured by State standardized assessment (annually), Common grade-level assessments (ongoing).

Strategy 1:

Cross-Curricular Science - Incorporate science across the curriculum - Investigate various methods and enact ways to increase teaching and learning time for science across the curriculum in grades K-5.

Category:

Research Cited: <http://www.nextgenscience.org/next-generation-science-standards>

School Improvement Plan

Lincoln School

Elementary Science Coalition (research and resources). Retrieved at

<http://www.elementarysciencecoalition.org/mission.php>

National Academy of Sciences (2011, June 23). Science education: U.S. report recommends ways to improve K-12 STEM education, calls on policymakers.

ScienceDaily. Retrieved August 30, 2012, from <http://www.sciencedaily.com/releases/2011/06/110623130937.htm>

Pearce (1999). Nurturing inquiry: Real science for the elementary classroom. Heinemann.

Tier: Tier 1

Activity - Interdisciplinary Instructional Efforts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use science texts, vocabulary, charts, graphs, content, and materials during other core instructional periods. Teachers will use PLC collaboration to identify cross-curricular connections, materials, and lessons and work together to implement, monitor progress, and make adjustments based on demonstrated student learning. Teachers will utilize the district STEM coach as a resource in helping them make logical connections across disciplines as the implement NGSS standards.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$6000	Title I Part A	Administration, teachers, paraprofessionals, district STEM coach

Activity - Vocabulary Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLC's and building science team to develop lists of key science vocabulary terms associated with common core, NGSS, and STEM. Teachers will identify strategies to effectively embed vocabulary in routine classroom activities and lessons (anchor charts, graphic organizers, visual representations, etc.) and coordinate implementation efforts with paraprofessionals to support student learning and mastery.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$5000	Title I Part A	Teachers, paraprofessionals, administrators, STEM coach

Strategy 2:

Critical Thinking & Problem Solving - Staff will continue to infuse Next Generation Science Standard (STEM) practices of engineering, inquiry, and modeling into science instruction. Students will have increased opportunities to design and investigate their own scientific experiments in response to questions and collaborate to engineer models in response to problems.

Category:

Research Cited: American Association for the Advancement of Science (1993). Benchmarks for science literacy. New York:

Oxford University Press.

Flick, L. B. (1995). Complex Classrooms: A Synthesis of Research on Inquiry Teaching Methods and

Explicit Teaching Strategies. Paper presented at the annual meeting of the National Association of Research

in Science Teaching, San Francisco (ED 383 563).

School Improvement Plan

Lincoln School

Gallas, K. (1995). Talking Their Way Into Science: Hearing Childrens' Questions and Theories, Responding with Curricula. New York: Teachers College Press.

Institute for Inquiry. (1995, March-April). Inquiry based science: What does it look like? Connect Magazine, 13. Retrieved August 19, 2005 from

http://www.exploratorium.edu/ifi/resources/classroom/inquiry_based.html

Layman, J. W., Ochoa, G., & Heikkinen, H. (1996). Inquiry and Learning: Realizing Science Standards in the Classroom. New York: College Entrance Examination Board.

Lott, G. W. (1983). The Effect of Inquiry Teaching and Advance Organizers upon Student Outcomes in Science Education. Journal of Research in Science Teaching, 20(5), 437-451.

National Research Council (1996). National science education standards. Washington, DC: National Academy Press.

National Research Council (2000). Inquiry and the national science education standards: A guide for teaching and learning. Washington, DC: National Academy Press.

Scruggs, T. E., Mastropieri, M. A., Bakken, J. P., & Brigham, F. J. (1993). Reading versus doing: The relative effects of textbook-based and inquiry-oriented approaches to science learning in special education classrooms. The Journal of Special Education, 27, 115.

Wheatley, G. H. (1991). Constructivist perspectives on science and mathematics learning. Science Education, 75(1):9-21

White, B., & Fredericksen, J. (1998). Inquiry, modeling, and metacognition: Making science accessible to all students. Cognition & Instruction, 16(1), 118.

Tier: Tier 1

Activity - STEM:Engineering/Modeling/Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of hands on experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$23820	Section 31a, General Fund, Title II Part A	Administration, teachers, paraprofessionals, district STEM coach

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

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Lincoln School

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (2012). Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-gawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education, 11(3), 167-177. Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

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Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administration, teachers, paraprofessionals

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98. Learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Lincoln School

Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
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Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Strategy 5:

Learning Targets - Staff will communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.

Category: Science

Research Cited: Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Moss, Connie and Susan Brookhart. Advancing Formative Assessment in Every Classroom. Alexandria: ASCD, 2009

Tier: Tier 1

School Improvement Plan

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Activity - Posting Learning targets and referring back during lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/08/2017	06/08/2018	\$0	No Funding Required	Teachers and Principal

Goal 4: All students will meet or exceed state standards for proficiency in social studies.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level social studies content as specified by the common core state standards. in Social Studies by 06/08/2018 as measured by State standardized assessment (annually), C3 common assessments, Common grade-level district assessments (ongoing).

Strategy 1:

Active Engagement - Students will have increased opportunities to read high-interest informational text related to social studies content standards across the curriculum, participate in hands-on activities and project-based learning, and explore/use technology to investigate social studies concepts.

Category:

Research Cited: Archer, A. (2007). Active participation: Engaging them all. National Reading First Comprehension Conference.

Bonwell, C.C., and J. A. Eison (1991). Active learning: Creating excitement in the classroom, ASHEERIC Higher Education Report No.1, George Washington University, Washington, DC.

Kolb, D.A. (1984). Experiential learning: Experience as the source of learning and development.

Engelwood Cliffs, NJ: Prentice Hall.

Prince, M. (2004). Does active learning work? A Review of the Research. Journal of Engineering Education, Vol. 93, No. 3, pp.

223-246.

Siew-Beng, C. (2005). Active learning: Engagement for meaningful learning. CDTL Brief. Retrieved December 3, 2008, from <http://www.cdtl.nus.edu.sg/brief/v8n1/sec5.asp>.

Simmons, K. & DiStasi, A. (2008). Active learning techniques: Engaging students on the road to success.

Athletic Therapy Today, 13(6), 6- 8.

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Tier: Tier 1

Activity - Active Engagement PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	\$8470	General Fund, Title II Part A	Administrators, teachers, paraprofessionals, regional social studies teams and consultants

Strategy 2:

Building vocabulary - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key vocabulary specific to what students are learning in Social Studies.

Category:

Research Cited: Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and reading comprehension. *Journal of Literacy Research*. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). *Vocabulary instruction: Research to practice*. New York: Guilford Press.

Tier: Tier 1

Activity - Teaching Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$15000	Title I Part A, General Fund	Teachers, paraprofessionals, administration

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$6000	Section 31a	Teachers, paraprofessionals, administration

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Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-gawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education, 11(3), 167-17711). Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
Activity - Student-centered instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98. Learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

School Improvement Plan

Lincoln School

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use
Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Lincoln School

Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	No Funding Required	Administrators, teachers, paraprofessionals
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Strategy 5:

Learning Targets - Staff will communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.

Category: Social Studies

Research Cited: Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Moss, Connie and Susan Brookhart. Advancing Formative Assessment in Every Classroom. Alexandria: ASCD, 2009

Tier: Tier 1

Activity - Posting Learning targets and referring back during lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1		09/05/2017	06/08/2018	\$0	No Funding Required	Teachers and Principal

Goal 5: All students will meet or exceed state standards for proficiency in writing.

Measurable Objective 1:

74% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level writing skills as defined by the common core state standards. in Writing by 06/08/2018 as measured by State Standardized Assessment, NWEA (fall, winter, spring), District writing prompts (fall and spring).

School Improvement Plan

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Strategy 1:

Explicit & Meaningful Feedback - Teachers will have opportunities to work in teams to practice using established grade-level writing norms and Lucy Calkins rubrics to examine student work for the purposes of providing explicit and meaningful feedback to students.

Category:

Research Cited: Teaching of English 72.4 (1993): 395-422.

Black, Paul and Dylan William. "Assessment and Classroom Learning." Assessment in Education 5.1 (1998): 7-74.

Fuller, David C. "Teacher Commentary That Communicates: Practicing What We Preach in the Writing Class." Journal of Teaching Writing (1987): 307-317.

Sommers, Nancy. "Responding to Student Writing." College Composition and Communication 33.2 (1982): 148-156.

Tier: Tier 1

Activity - Providing Quality Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins' opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$18000	Title I Part A, General Fund	Administrators, teachers, paraprofessionals

Strategy 2:

Clear Writing Targets - Staff will be trained on how to infuse the Lucy Calkins grade-level writing kits and rubrics (narrative, argumentative, and informational) to fill gaps in writing resources and instruction and work toward a spiraled, consistent approach to providing clear learning targets.

Category:

Research Cited: Connie Moss and Susan Brookhart (2009). Advancing Formative Assessment in Every Classroom.

Jan Chappuis (2009). Seven Strategies of Assessment for Learning.

Alberta Assessment Consortium (2005). Refocus: Looking at Assessment for Learning.

Tier: Tier 1

Activity - Grade Level Writing Expectations & Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$14470	Title II Part A, Section 31a, General Fund	Administration, teachers, paraprofessionals
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Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. <http://www.edutopia.org/project-learning-teachingstrategies>

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (2012). Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from <http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-gawron>

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education, 11(3), 167-177.

Improving Student Engagement. Current Issues in Education, 14(1). Retrieved from <http://cie.asu.edu/>

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$5000	Section 31a	Teachers, paraprofessionals, administration

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Section 31a	Teachers, paraprofessionals, administration
Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Section 31a	Teachers, paraprofessionals, administration

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98. Learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

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Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Section 31a	Teachers, administration, paraprofessionals
Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$500	Section 31a	Teachers, paraprofessionals, administration
Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$500	Section 31a	Teachers, paraprofessionals, administration

Strategy 5:

Learning Targets - Staff will communicate the learning target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the target(s) throughout instruction.

Category: English/Language Arts

Research Cited: Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Strong, R. W., Silver, H. F., & Perini, M. J. (2001). Teaching what matters most: Standards and strategies for raising student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.

Moss, Connie and Susan Brookhart. Advancing Formative Assessment in Every Classroom. Alexandria: ASCD, 2009.

Tier: Tier 1

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Activity - Posting Learning targets and referring back during lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/05/2017	06/08/2018	\$0	No Funding Required	Teachers and Principal

Goal 6: Lincoln will create a family environment that involves students, parents and staff working together to improve the climate of the school.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a behavior work respectfully with one another in Practical Living by 06/01/2018 as measured by discipline referrals and perception surveys.

Strategy 1:

Full Value Agreement - Administration and staff will learn to utilize the full value agreement when working with students and parents in educational settings, such as group work and labs, meetings and discipline interviews.

Category: School Culture

Research Cited: Research Cited: Gruenert, S. & Todd Whitaker. School Culture Rewired: How to Define, Assess, and Transform It. ASCD, 2015.

Middleton, Kelly, & Elizabeth Pettit. Who Cares?: Improving Public Schools Through Relationships and Customer Service. Wheat Mark, 2007.

Tier: Tier 1

Activity - FVA Discipline Referral	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will start to utilize a digital discipline referral that utilizes the tenets of the Full Value Agreement (Work as a Team, Be Safe and Speak Up if something is wrong),	Behavioral Support Program	Tier 1		09/06/2016	06/12/2018	\$0	No Funding Required	Principal

Activity - Staff Full Value Agreement Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff meetings will incorporate the full value agreement with introductions incorporating the FVA, and occasional activities.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/07/2018	\$1000	Other	Principal and Camp Daggett staff.
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Strategy 2:

Family Activities - Events will be planned on a monthly or bi-monthly basis that will include parents and other family members.

Category: School Culture

Research Cited: Middleton, Kelly, & Elizabeth Pettit. Who Cares?: Improving Public Schools Through Relationships and Customer Service. Wheat Mark, 2007.

Tier: Tier 1

Activity - Family Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln will host events, such as popsicles on the playground, thanksgiving feast, laps for Lincoln, movies, campfires and cocoa, and other outings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/08/2017	\$1000	Other	PTO, principal and all staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Identification, Use, and Assessment	Teachers will work to identify key mathematics vocabulary necessary for common core standard mastery, infuse vocabulary into lesson plans, classroom activities, and assessments, coordinate vocabulary interventions with Title I staff, and create a scope and sequence of science vocabulary, K-5.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$8000	Administrators, teachers, paraprofessionals
Active Engagement PD	Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	\$1470	Administrators, teachers, paraprofessionals, regional social studies teams and consultants
STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of hands-on experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$1960	Administration, teachers, paraprofessionals, district STEM coach

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Close & Critical Reading Strategies	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$2450	Administrators, teachers, paraprofessionals
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$1470	Administration, teachers, paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Full Value Agreement Training	Staff meetings will incorporate the full value agreement with introductions incorporating the FVA, and occasional activities.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/07/2018	\$1000	Principal and Camp Daggett staff.
Family Activities	Lincoln will host events, such as popsicles on the playground, thanksgiving feast, laps for Lincoln, movies, campfires and cocoa, and other outings.	Parent Involvement	Tier 1	Implement	09/06/2016	06/08/2017	\$1000	PTO, principal and all staff.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	\$10000	Administration, Data Team, Teachers, Paraprofessionals
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Teachers, administration, paraprofessionals
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$6000	Administration, teachers, paraprofessionals
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$5000	Teachers, paraprofessionals, administration

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Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$500	Teachers, paraprofessionals, administration
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Teachers, paraprofessionals, administration
STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of hands-on experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$8100	Administration, teachers, paraprofessionals, district STEM coach
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$500	Teachers, paraprofessionals, administration
Building Background Knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$6000	Teachers, paraprofessionals, administration

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Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$1000	Teachers, administration, paraprofessionals
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Student-centered instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, paraprofessionals
Establish Grammar/Convention Grade-Level Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$0	Teachers, administrators

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Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Posting Learning targets and referring back during lessons	Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walkthroughs.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/08/2017	06/08/2018	\$0	Teachers and Principal

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Posting Learning targets and referring back during lessons	Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Teachers and Principal
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Posting Learning targets and referring back during lessons	Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1		09/05/2017	06/08/2018	\$0	Teachers and Principal
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, staff

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Substance of Student Talk	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use
Posting Learning targets and referring back during lessons	Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walk through s.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Teachers and Principal

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Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, paraprofessionals
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, paraprofessionals
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, paraprofessionals
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Teachers, paraprofessionals, administration

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Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Posting Learning targets and referring back during lessons	Teachers will post and verbalize learning targets, refer back to them, and check for understanding. The Principal will check on these during classroom observations and walkthroughs.	Teacher Collaboration, Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/05/2017	06/08/2018	\$0	Teachers and Principal
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administration, teachers, paraprofessionals
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals

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FVA Discipline Referral	The staff will start to utilize a digital discipline referral that utilizes the tenets of the Full Value Agreement(Work as a Team, Be Safe and Speak Up if something is wrong),	Behavioral Support Program	Tier 1		09/06/2016	06/12/2018	\$0	Principal
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Professional Learning, Direct Instruction, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	\$0	Administrators, teachers, paraprofessionals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaborati on, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	\$19000	Administrati on, Data Team, Teachers, Parapros
Teaching Key Vocabulary	Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaborati on, Professiona l Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$7000	Teachers, parapros, administrati on
STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of handson experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professiona l Learning	Tier 1	Implement	09/09/2015	06/17/2016	\$13760	Administrati on, teachers, parapros, district STEM coach

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Manipulatives, Graphic Representations, Think-Alouds, Math Writing	Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$15000	Administrators, teachers, paraprofessionals
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	\$7000	Administration, teachers, paraprofessionals
Active Engagement PD	Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	\$7000	Administrators, teachers, paraprofessionals, regional social studies teams and consultants
Providing Quality Feedback	Teachers and paraprofessionals will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$10000	Administrators, teachers, paraprofessionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Vocabulary Building	Teachers will collaborate in PLC's and building science team to develop lists of key science vocabulary terms associated with common core, NGSS, and STEM. Teachers will identify strategies to effectively embed vocabulary in routine classroom activities and lessons (anchor charts, graphic organizers, visual representations, etc.) and coordinate implementation efforts with paraprofessionals to support student learning and mastery.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$5000	Teachers, paraprofessionals, administrators, STEM coach
Interdisciplinary Instructional Efforts	Teachers will use science texts, vocabulary, charts, graphs, content, and materials during other core instructional periods. Teachers will use PLC collaboration to identify cross-curricular connections, materials, and lessons and work together to implement, monitor progress, and make adjustments based on demonstrated student learning. Teachers will utilize the district STEM coach as a resource in helping them make logical connections across disciplines as they implement NGSS standards.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$6000	Administration, teachers, paraprofessionals, district STEM coach
Teaching Key Vocabulary	Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	\$8000	Teachers, paraprofessionals, administration
Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	\$14000	Administration, Data Team, Teachers, Paraprofessionals

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Providing Quality Feedback	Teachers and paraprofessionals will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins' opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	\$8000	Administrators, teachers, paraprofessionals
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