School Name: Lincoln Elementary School

School Number: 3945

Street Address: 3551 Block Ave.

City: East Chicago, IN

Zip Code: 46312

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2019-2022</mark>, 2020-2023, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Nancy L. Sharp
Telephone: 219-391-4096   Email: nsharp@ecps.org

Superintendent: Dr. Shaunna Finley
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Contact for Grants: Cynthia Castro
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (SIP)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (CNA)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (Highlight answer choices below.)

This is an initial three (3) year plan. **Yes No**	This is a review/update of a plan currently in use. **Yes No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. **Yes No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessment (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP,* BOTH	*ELA, Black, Spec. Ed.*
Nancy Sharp	Principal	CNA, SIP, **Both**	Sped, ELA, Math,
Charles Podgorny	Asst. Principal	CNA, SIP, **Both**	Attendance, Parent/community
Erica Summers	Teacher	CNA, SIP, **Both**	Math
Stephanie Crosby	Teacher	CNA, SIP, **Both**	Math
Ana Cornejo	Teacher	CNA, SIP, **Both**	ELA
Gianna Mesarina	Teacher	CNA, SIP, **Both**	ELA
Kathy Nalewski	Teacher	CNA, SIP, **Both**	Sped
Gordana Andric	Teacher	CNA, SIP, **Both**	ELA
Maria Almanza	Parent	CNA, SIP, **Both**	Sped
Joseph Marquez	Teacher	CNA, SIP, **Both**	Allied Arts
		CNA, SIP, **Both**	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

School Vision: To be a destination first class learning community in which we embrace and build upon each other's diverse values, skills, and knowledge.

District Mission: "Learning for ALL – Whatever it Takes!"

School Mission: "Learning for All-Whatever it Takes!"

District Goals
- The interaction between teachers and students evidenced significant change.
- Innovative practices support dynamic classrooms.
- The integration of technology enriches the curriculum,
- Cooperation, communication, and mutual respect are promoted through a community partnership.

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Do the school's mission and vision support district goals?   Yes   No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
ELA	K-6	ARC (American Reading Company)	Yes No	Tier 1, 2, 3	ARC is our core reading program	Yes No	x
ELA	K-6	iReady Reading	Yes No	Tier 1, 2, 3	adaptive technology program-used for Tier 2 and Tier 3	Yes No	x
Reading	K-2	95% Group	Yes No	Tier 1, 2, 3	intervention that focuses on phonemic awareness and phonics	Yes No	
Reading	k-6	Reading A-Z	Yes No	Tier 1 2 3	Reading intervention for special needs students	Yes No	
Reading	k-6	ARC toolkits	Yes No	Tier 1, 2, 3	reading intervention	Yes No	
Math	K-6	Ready Math	Yes No	Tier 1, 2, 3	Core Math program	Yes No	
Math	K-6	iReady Math	Yes No	Tier 1, 2, 3	adaptive technology program- used for Tier 2 and Tier 3	Yes No	x

Math	K-6	Moving with Math	Yes No	Tier 1, 2, 3	Skills based intervention used for special needs students	Yes No	
Science	K-6	Interactive Science (Pearson)	Yes No	Tier 1, 2, 3	Core Science Program	Yes No	
Social Studies	K-6	My World (Pearson)	Yes No	Tier 1, 2, 3	Core Social Studies Program	Yes No	
Phonics	K-3	Heggerty, Bridge the Gap	Yes	Tier 2	Explicit phonics instruction	Yes	

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	x
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	x

The public may view the school's curriculum in the following location(s):

Our school's curriculum can be found on Lincoln's school webpage (http://lincoln.scec.k12.in.us/) and there will also be a printed copy in the school's library.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Scheduled daily interventions for Reading and Math address student's deficits and advance levels, provide grade level and cross grade level flexible grouping based on formative assessments. Reading interventions include Reading A-Z, ARC toolkits, iReady Reading, 95% group, Heggerty phonics, and IXL.. Math interventions include iReady Math, and Moving with Math. Adaptive technology (iReady Reading and Math) is utilized daily to support students' academic needs.

Teachers conduct weekly PLCs to review data and discuss research based strategies.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use		X
NWEA	K-6	Benchmark, Com. Form., Summative, Other	Used as benchmark assessment for Reading and Math	Yes	No	
iReady Reading	K-6	Benchmark, Com. Form., Summative, Other	Benchmark assessments are used to monitor student growth throughout the school year. Individual student lesson assessments check for student understanding for specific skills in reading.	Yes	No	x
iReady Math	K-6	Benchmark, Com. Form., Summative, Other	Benchmark assessments are used to monitor student growth throughout the school year. Individual lesson assessments check for student understanding for specific skills in Math.	Yes	No	x
IRLA	K-6	Benchmark, Com. Form., Summative, Other	IRLA is a standard based framework for student assessment and instruction.	Yes	No	x
95% Group	K-2	Benchmark, Com. Form., Summative, Other	95% group is used to pinpoint specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results.	Yes	No	
Amira	K-3	Benchmark, Com. Form., Summative, Other	Dibels is a screener that identifies specific skill deficits in Reading.	Yes	No	x
		Benchmark, Com. Form., Summative, Other		Yes	No	

		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

Best Practice/Requirements Self-Check	Yes/No		X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Teachers participate in weekly grade level and cross grade PLCs to discuss academic assessment results and effective instructional strategies. Data is used to formulate differentiated small groups for targeted instruction. Teachers collect and analyze student data weekly. The results are shared school wide periodically to drive the decision making of instructional programs.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Our school is one to one technology. Kindergarten students use Ipads, and third through sixth graders have laptops. We integrate iReady Reading and Math during daily instruction to customize learning for each student as well as for assessing and monitoring student progress. Canvas is the designated platform used for online instruction; however, supplemental software is also utilized: Seesaw, Google Classroom, Xtra Math, IXL, Kami, NearPod, etc.   Virtual learning is implemented during emergency school closing. Devices and hot spots are made available to families during long term closures.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	No	
A plan is in place to provide in-service training in the use of technology.	Yes	No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	No	
There are established procedures for maintaining technology equipment.	Yes	No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	No	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)

Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X

Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Families are self identified through the registration process. Identified parents complete a home language survey. We qualify for Universal School Meals based on the low economic status of our school community.

Describe strategies for incr**easing educational opportunities and performance for students in groups identified for the school.**

Lincoln School promotes cultural competency through explicit lessons and modeling important values appropriate for classroom behavior. Teachers have high academic standards for all students. To best serve these students the school utilizes an MTSS model.

In addition, we have support staff such as an EL paraprofessional, a social worker, nurse and special education teachers to attend to the social and emotional needs of our diverse student population. The aforementioned staff is key in delivering differentiated and accommodated instruction to our students with special needs. Our goal is to fully include students with special needs to nurture the belief that everyone can learn and has value regardless of their differences.

We honor and celebrate cultural differences through education and special events. The newly-adopted reading series contains diverse texts and stories that represent the identities and experiences of students of color. Finally, each year Lincoln students learn about and take pride in Hispanic Heritage and Black History during the respective months that these two cultures are celebrated nationally.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

The EL coach provides staff development and support on research-based practices. On-going training in SIOP for teachers provides instructional support for our EL students. Educators have participated in WIDA training. Continued training on providing services to our special education students and further training on Inclusive Practices for our teachers is needed. We also need training on how to effectively integrate the instructional efforts of the general ed teacher with the special ed teacher in order to optimize student learning. Strategies and supports are needed to increase equity in education and to reduce the achievement gap for students in poverty and all subgroups.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Our reading program has embedded culturally diverse literature. We are building an extensive read aloud page on our school's website, Lincoln's Book Nook, in which diverse members of our staff and community present book readings that represent a cultural mix. We also have access to Spanish versions of books via ARC and iReady. In addition, we have audio readings of books to engage readers from a wide range of reading levels.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   SY 202-22 ____ Last year: 2020-21 __   Two Years Ago: 2019-20 ___   Three Years Ago: 2018-19 ___

What may be contributing to the attendance trend?

The chronic absent rate has increased, however, the attendance rate dropped dramatically when the school district went to a virtual learning format due to the statewide stay at home order. We also have a high mobility rate whereby parents are not timely with enrollment and quitting procedures. Virtual learning was a challenge for most of our students and parents.

What procedures and practices are being implemented to address chronic absenteeism?

There is a district wide attendance program that is implemented in all schools. The program has steps in place to reduce the number of student absences including letters sent home via certified mail, parent meetings, truancy officers, home visits, attendance contracts and a city wide ordinance that can lead to legal proceedings if students are not in school. The 2020-2021 SY will be the program's 2nd year of implementation.

Teachers communicate regularly with parents via phone calls, texts and Dojo. The school social worker and dean contacts parents and makes home visits of chronically absent students.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
The results are monitored by the school dean, truancy officers, the building administrative team and the district's MTSS team.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?
Lincoln School offers our families and community with a variety of engaging activities to support and promote student learning and positive behavior. School sponsored activities for families embed academic content such as Literacy Night, Math Night and STEM Night. Parents are encouraged to support and attend school sponsored programs including robotics competitions and the yearly Science Fair. The school maintains a webpage called the Book Nook which features read alouds presented by the Lincoln community and our families are invited to read along and enjoy them from the comfort of their homes.

Currently, parent involvement activities are provided in a virtual format for safety reasons due to the pandemic.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
 Informal "Coffee with the Principal" sessions offer an opportunity for parents to express ideas and/or concerns with the school. Staff and parents communicate via phone calls, text messaging, Dojo and/or email on a regular basis. Our parent liaison is accessible to parents and encourages family involvement with the school.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Building staff, district attendance officer and school social worker monitor excessive student absences. A progressive attendance policy is followed that includes letters home, parent meetings and attendance contracts. Attendance incentives are offered to students throughout the school year.

How do teachers and staff bridge cultural differences through effective communication?

Communication is disseminated in Spanish for our non-English speaking parents and other languages as needed. An EL coach and paraprofessional provide support to students and parents. A bilingual clerk and trained translator are available to assist parents with information and translation. Robo calls, Class Dojo and emails provide parents school information via phone and/or text messages in addition to flyers.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
 Home-school communication is provided both on-line and off-line for quick and easy access to information. School sponsored family activities, workshops and meetings are offered both during the school day and after school to accommodate parent schedules. A monthly calendar of events is distributed to families. The school encourages parents to support and attend extra-curricular events such as sporting events, music programs, Field Day, field trips, holiday and cultural celebrations. Parents are encouraged to respond to online periodic surveys regarding school matters. School information and activities are highlighted on the school webpage.

How does the school provide individual academic assessment results to parents/guardians?

 Parent-teacher conferences are embedded in the school calendar to discuss assessment results and progress reports. Report cards and state assessments are available to parents on the district student management system. Paper copies are also sent home to parents.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Parents provide feedback on periodic surveys to inform the SIP committee. Parent representatives are invited to participate in the planning process. The school improvement plan is available on the school website for review.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year: Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

"While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time."

Funding Sources:

- Title I
    - Schoolwide
- Special Education
- General Fund
- Title VII
- Title IV

Title 7
Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
The Carrie Gosch Early Learning Center houses all of the district's Pre K students. The Kindergarten and Pre K teachers collaborate in the spring of each year to look at student data and prepare for the upcoming school year. Pre K students and families are invited to Lincoln Elementary School to meet the teachers, see the building and participate in a school wide scavenger hunt. Parents are given enrollment information such as immunizations, transportation, and school procedures. The PreK teachers provide students with a summer packet to support Kindergarten readiness skills. PreK parents and students are invited to Lincoln School once each quarter to visit the kindergarten classes.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

In our district, the practice of recruiting and hiring highly qualified teachers is done predominantly through School City of East Chicago's Human Resources Department. Our HR director attends recruiting fairs, visits and networks with college campuses, posts vacancies on our district web page and in our schools. In addition, our recruiting and hiring is enhanced by our collaborations with Purdue University Northwest, Calumet College, Indiana University Northwest and Indiana Wesleyan. Many local college students have been employed in our K-12 classrooms through the college's "Transition to Teaching" program. Teachers at Lincoln do not work in isolation. Guided by the principles of the PLC model, grade-level teams meet weekly during common planning times to select and /or create common assessments, analyze student data, share ideas and resources for differentiated instruction. All new teachers to Lincoln School are provided a mentor teacher for support.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Gianna Mesarina		Kgn
Stephanie Crosby		Kgn
Rhonda Pontinen		1st grade
Sandy Nunez		1st grade
Gordana Andric		2nd grade
Stephanie Sanders		2nd grade
Nicole Anastasi		3rd grade
Erica Summers		3rd grade
Mathew Leal		4th grade
Arleen Rodich		4th grade
Kathryn Make		5th grade

Rebecca Kruit		5th grade
Avery Nash		6th grade
Vesna Drljaca		6th grade
Charlene Brown		Special Ed., ED
Felicia Brown		Special Ed., MoSevere
Patricia Mihalek		Special Ed., MoSevere
Michele Lloyd		Special Ed., MoSevere
Julie Clark		Special Ed., Resource
Linda Celestin		Special Ed., Resource
Kathleen Nalewski		Special Ed., Resource
Amber Ratcliff		Art
LaMont Webb		Music
Joseph Marquez		PE
Kayleigh Young		STEM

UPDATE STAFF ABOVE

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or **LINK** the data reviewed for this plan.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
x	Statewide Assessments		Individual Learning Plans (ILPs)	x	IAM Assessment		Aptitude Assessment (e.g. CogAT)
x	Districtwide Assessments		Performance Gap Data		Individual Education Plans (IEPs)		Current High Ability Grant
x	Assessment by Student Group		ESL Staff Training	x	Performance Gap Data		Performance Gap Data
x	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
x	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
x	Attendance Reports – general and by student groups	x	WIDA		Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?
Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met?   **Yes   No**

By Spring 2022, 70% of Lincoln School students who are working below grade level in Reading will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.
   We are continuing to work on improving growth in reading for all students. End of the year data is not available at this time.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**

Goal 2   Measurable outcome met?   **Yes   No**

By Spring 2022, 70% of Lincoln School students who are working below grade level in Math will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.
We are continuing to work on improving growth in math for all students. End of the year data is not available at this time.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**

Goal 3   Measurable outcome met?   **Yes   No**

By Spring of 2022, Lincoln School staff will implement a 3-tiered MTSS model to positively impact student achievement, attendance and behavior as shown in a 20% reduction in suspensions and state compliance attendance rate.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:
1) Are our current goals still areas where improvement is needed immediately?
2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We believe in equity in education. Therefore, we want to see continuous academic growth and proficiency for our students with disabilities to narrow the achievement gap between them and the general education population.	**Yes No**	**Statewide Assessments Gaps** between **Special Ed** and Gen Ed: ELA MATH 2016: 28.9% 30.9% 2017: 40% 34.1% 2018: 36.8% 13.4%	Students with disabilities score below their grade level peers in both Math and English/Language Arts. Proficiency scores have consistently declined over the past three years	X	
Reading is fundamental to academic success and to the holistic growth of students. We want to see students who love to read with increased reading levels that are more aligned to proficiency at or above their grade levels.	**Yes No**	ARC IRLA Reading Levels Tier 1: 28.6% Tier 2: 20.4% Tier 3: 47.7%	According to ARC's Individual Reading Level Assessment data (IRLA), 28.6% of K-6 students are at above proficient reading levels.	X	1
High-performing schools promote math reasoning and conceptual thinking to form the basis for mathematical problem solving. We want to see students engaged in activities that promote curiosity and academic success.	**Yes No**	i-Ready 2019/2020 Middle of the Year Diagnostic Tier 1: 3% Tier 2: 66% Tier 3: 31%	Although students at Lincoln are showing some growth from BOY to MOY assessments (At Risk Tier 3 BOY: 31% MOY: 42%) (Tier 2 BOY: 57%- MOY: 66%), data indicates that in order to close the achievement gaps, students need to meet or exceed stretch growth goals.		
We believe in a Whole Child Approach We look to embed social emotional learning into the educational experience to promote academic success. We emphasize a safe and disciplined learning	**Yes No**	Suspensions 2017-18: 249 2018-19: 100	Data indicates that suspension rates have decreased over the last three years. However, we would like to continue embedding Social Emotional Learning components into our daily routines and sustain an emphasis on a safe and disciplined learning		

environment, while looking to meet the needs of all learners.		2019-20: 90	environment.		
There is a direct correlation between attendance and learning. Therefore, we believe that student attendance is necessary for academic achievement and overall student success.	**Yes No**	Attendance Rates 2016-17: 91.6 2017-18: 91.9 2018-19: 92.6	Data indicates that attendance rates have increased over the last three years. We would like to see this trend continue and rise to meet or exceed the state attendance rate.		
	Yes No				

List the top 3 or 4 on the next page in the column*, Identified Priorities from Previous Chart*.
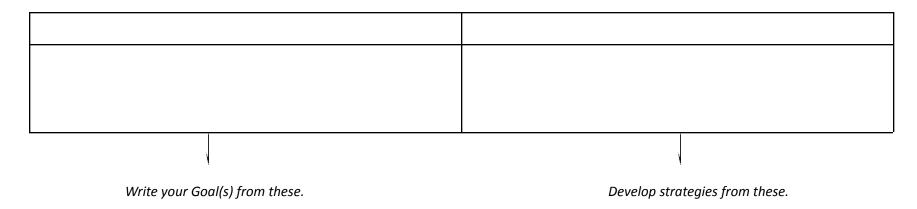
Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	**List Root Cause(s)**
Special Education Subgroup	*https://docs.google.com/document/d/1ABIbDNgQIf4ggVJ87iOZln3ZiXeFhoNxK3gC1rs3tJs/edit?usp=sharing*

Write your Goal(s) from these.   Develop strategies from these.

UPDATE DATA ABOVE

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps
Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.		
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**

Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	By Spring 2022, 70% of Lincoln School students who are working below grade level in Reading will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.			
Data Checkpoints (dates)	October 1	January 15	May 27	
Evidence at Checkpoints	iReady Reading Diagnostic Scores	iReady Reading Diagnostic Scores	iReady Reading Diagnostic Scores	
Evidence- Based Strategy 1	Teachers will read and apply appropriate instructional strategies identified in Eric Jensen's book "Engaging Students with Poverty in Mind: Strategies for Raising Achievement" and "Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning" by Fisher, Frey, and Hattie.			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff including Effective Inclusive Practices.	August 2020-June 2021	Leadership team, instructional coaches, state consultant	85% of teachers implemented strategies on raising achievement and best practices for accelerating student learning as determined by information from observations by coaches and the administrator.
Action Step 2	Use benchmark and formative assessments to guide differentiated instruction	August 2020-June 2021	Leadership team, instructional coaches	85% of teachers implemented strategies on raising achievement through differentiated instruction strategies as determined by information from observations by coaches and the administrator.
Action Step 3	Embed technology as a learning tool and as a vehicle to produce authentic work.	August 2020-June 2021	Leadership team, instructional coaches	85% of teachers implemented strategies on raising achievement through the use of technology as a learning tool as determined by information from observations by coaches and the administrator.
Action Step 4				
Evidence- Based Strategy 2	The evidence-based intervention is the adoption of a Balanced Literacy Framework and 6+1 Traits of Writing as the core instructional ELA model. Instructional strategies identified by Eric Jensen as well Fisher, Frey, and Hattie will be implemented.			**PD Needed:** Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	Plan, Do, Check, Act Model- 8 Step Process to support and differentiate	August 2020-June 2021	Leadership team, instructional coaches	95% of teachers implemented strategies from the 8 Step Process to support overall reading instruction as determined by information from observations by coaches and the administrator.
Action Step 2	6+1 Traits of Writing	August 2020-June 2021	Leadership team, instructional coaches	95% of teachers implemented strategies from the 6+1 Traits of Writing to support writing instruction as determined by information from observations by coaches and the administrator.
Action Step 3	Balanced Literacy Framework (ARC)	August 2020-June 2021	Leadership team, instructional coaches	95% of teachers implemented strategies from the Balanced Literacy Framework (ARC) as determined by information from observations by coaches and the administrator.
Action Step 4				

GOAL 2	By Spring 2022, 70% of Lincoln School students who are working below grade level in Math will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.			
Data Checkpoints (dates)	iReady Math Diagnostic Scores	iReady Math Diagnostic Scores	iReady Math Diagnostic Scores	
Evidence at Checkpoints	October 1	January 15	May 27	
Evidence- Based Strategy 1	Mathematical discourse and inquiry math strategies are needed to increase the rigor and student understanding of mathematical concepts and processes.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff including Effective Inclusive Practices.	August 2020-June 2021	Leadership team, instructional coaches	85% of the teachers are implementing mathematical discourse and inquiry strategies to increase rigor and student understanding as determined by information from observations by coaches and the administrator..
Action Step 2	Plan, Do, Check, Act Model- 8 Step Process to support and differentiate	August 2020-June 2021	Leadership team, instructional coaches	95% of the teachers are implementing Plan, Do, Check, Act Model- 8 Step Process to support and differentiate math instruction as determined by information from observations by coaches and the administrator.
Action Step 3				
Action Step 4				
Evidence- Based Strategy 2	Teachers also need a deeper understanding of the 8 mathematical processes and how to			PD Needed: <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
	embed them in their lessons so that students can learn and use them in problem solving, STEM, and Project Based Learning.			
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support on the 8 Mathematical Processes and reasoning.	August 2020-June 2021	Leadership team, instructional coaches	85% of the teachers are implementing the 8 Mathematical Processes into their lessons as determined by information from observations by coaches and the administrator.
Action Step 2	Conduct on-going, job-embedded training for teachers and instructional support staff on STEM and Project Based Learning.	August 2020-June 2021	Leadership team, instructional coaches	85% of the teachers are implementing STEM and Project Based Learning into their lessons as determined by information from observations by coaches and the administrator.
Action Step 3				
Action Step 4				

GOAL 3	By Spring of 2022, Lincoln School staff will implement a 3-tiered MTSS model to positively impact student achievement, attendance and behavior as shown in a 20% reduction in suspensions and an increase in state compliance attendance rate.			
Data Checkpoints (dates)	October 1	January 15	May 27	
Evidence at Checkpoints	Attendance Data Suspension Rates	Attendance Data Suspension Rates	Attendance Data Suspension Rates	
Evidence- Based Strategy 1	The MTSS model is also followed to address specific interventions needed for student success. *Restorative Practices* will be implemented to support social emotional learning.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2020-June 2021	Student Support Team, instructional coaches, consultants	85% of the teachers are implementing Tiered Interventions following the MTSS model as determined by information from observations by coaches and the administrator.
Action Step 2	Provide PD on Restorative Practices for lead teachers and staff.	August 2020	Principal, Asst. Principal, Social Worker, Lead teachers	40% reduction of office referrals for behavior.
Action Step 3	Provide PD on implementing Social Emotional and Behavioral strategies.	August 2020-June 2021	Principal, Asst. Principal, Social Worker, Lead teachers	85% of the teachers are implementing SEL and Behavior strategies to reduce behavior referrals as determined by information from observations by coaches and the administrator.
Action Step 4				

Evidence- Based Strategy 2	Champs: A Proactive and Positive Approach to Classroom Management. Positive Behavior Intervention and Supports (PBIS) is a researched based strategy designed to improve student behavior.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2020-June 2021	Leadership team, instructional coaches	40% reduction of office referrals for behavior and an increase in attendance rate to meet state standard..
Action Step 2				
Action Step 3				
Action Step 4				

<mark>**DO GOALS NEED TO BE REVIEWED BECAUSE OF LAST YEAR?**</mark>

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	By Spring 2022, 90% of the teachers will use a coherent framework for the delivery of ELA curriculum and instruction has been established and implemented using a balanced literacy approach.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title I, General Fund, Special Education, Title IV	
Evidence of Impact	By Spring 2022, 70% of Lincoln School students who are working below grade level in Reading will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.	

Plan for coaching and support during the learning process:
The principal will introduce Balanced Literacy as our main instructional model for reading. 6+1 Writing Traits will be integrated with reading. The bulk of our ELA PD will come from ARC and will include training by their consultants, online videos, and teacher participation in ELA conferences held locally.

How will effectiveness be sustained over time?
New ideas and strategies received at conferences/workshops, classroom visits and web-based PD will be shared during PLCs and late start Wednesdays. Principals and the district's instructional coaches will provide ongoing assistance with the implementation process. Educational materials, including teacher and student resources, will be purchased to support balanced literacy and writing strategies.

Professional Development Goal 2	By Spring of 2022, 90% of the teachers will implement inquiry strategies and discourse to increase the rigor and student understanding of mathematical concepts and processes.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title I, General Fund, Special Education, Title IV	
Evidence of Impact	By Spring 2022, 70% of Lincoln School students who are working below grade level in Math will meet or exceed typical growth goals in I-Ready Diagnostic Assessment.	

Plan for coaching and support during the learning process:
At the onset of the year, coaches reviewed how to use the updated math instructional calendars which are standards-based. We will use train the trainer model to increase the rigor of our instructional practices in math by exploring how to conduct effective discourse, inquiry, and the development of the 8 Math Processes

How will effectiveness be sustained over time?
Consultants will continue to provide guidance in best practices for effective instruction of math. New ideas and strategies received at conferences/workshops, classroom visits and web-based PD will be shared during PLCs and late start Wednesdays.Principals and the district's instructional coaches will provide ongoing assistance with the implementation process.

Professional Development Goal 3	By Spring of 2022, 95% of staff will implement a 3-tiered MTSS model to positively impact student achievement, attendance, and behavior.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title I, General Fund, Special Education, Title IV	
Evidence of Impact	By Spring of 2022, Lincoln School staff will implement a 3-tiered MTSS model to positively impact student achievement, attendance and behavior as shown in a 20% reduction in suspensions and an increase in state compliance attendance rate.	

Plan for coaching and support during the learning process: The Asst. Principal and social worker will introduce the MTSS model for behavior. Professional development related to social-emotional learning and behavior will be scheduled at least once a month. The Asst. Principal will introduce research-based Tier 1 positive behavior strategies and interventions to the staff.
How will effectiveness be sustained over time?   Dr. VanAcker will provide follow-up intervention strategies for behavior based on observations. Behavior strategies will be discussed and planned during PD sessions and team meetings. Staff will be trained on PBIS strategies, restorative justice, Responsive Classroom, trauma sensitive classrooms, and other related positive behavior supports and intervention strategies.