

Lincoln Elementary School

Year:2024-2025

District Vision: We are GP! A learning community committed to excellence and success for all.

School Mission: All Lincoln Lions will grow to be Safe, Respectful, and Responsible Learners

School Improvement Goals

Goal #1: By June of 2025, all students will make their expected typical growth as measured by iReady. 40% of students will make their stretch growth, as measured by iReady.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
1. Math intervention time built into the master schedule for 1st-5th grade.	I, S	Students below benchmark participating in intervention.	Teachers, Specialists	June 2025
2. Flexible class/grade level groupings based on classroom and formative assessments	I, S	Weekly grade level team planning and frequent formative assessments- students moving up in groups.	Grade level Teacher Teams	June 2025
3. Small group instruction to address individual learning needs	I, S	Resources K-5	Teachers, Specialists	June 2025
4. iReady Math interventions/Extensions for all students	I, S	Students utilizing their “My Path” and “Fact Fluency”.	Teachers, Specialists	June 2025
5. Teaching, modeling and coaching using AVID strategies to support instruction through a Math Studio model (peer observation) in which we can dive deeper into the content and how to build student discourse	I, S, L	Grade level team teams and AVID Site Team leaders	Teachers	June 2025
6. Continual Diagnostic Screening for all students in iReady. Monitoring progress for those that are below grade level benchmark.	S	Core Review meetings, Data Reviews, Progress monitoring data	Teachers, Specialists, Administrators	June 2025

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7. Increased planning time for teachers and their support Educational Assistant/s.	S, I	PD Days	Administrator, teachers, specialists	June 2025
8. Continued fidelity to Ready Math Classroom.	S, I	Grade level implementation	Teachers, Administrator, Specialists	June 2025
9. In order to increase strategies for instruction, culture and systems, we will take a team of teachers to AVID Summer Institute to support the work moving forward.	S, I, L	Staff attending Summer Institute and being an active member of AVID implementation.	Teachers, Administrator	June 2025
10. Send teachers to the ORTIi/PBIS Conference to engage in best practices for MTSS and PBIS support.	S, I, L	Implementation and improvement of systems for both instructional support and behavioral support.	Teachers, Administrator	June 2025
11. We will look into potential Math/iReady conferences to further our math instruction knowledge.	I, L	Potentially attending conference and implementing new learnings.	Teachers	June 2025

Goal #2: All grade levels will meet their goal reading composition scores as assessed in Acadience by the end of the school year as outlined:

- o Kindergarten- 80% on or above grade level
- o 1st Grade- 80% on or above grade level
- o 2nd Grade- 80% on or above grade level
- o 3rd Grade- 80% on or above grade level
- o 4th Grade- 80% on or above grade level
- o 5th Grade- 80% on or above grade level

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
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1. Differentiated instruction via reading small groups and whole group instruction at all grades, K-5 th .	I,S	Push-in and pull out supports for intervention	Teachers, Administrators, Specialists	June 2025
2. Flexible class/grade level grouping based on classroom & formative assessments.	I,S	Weekly grade level team planning	Teachers, Specialists, EAs, Administrator	June 2024
3. Ongoing Universal Screening for all students and Progress Monitoring for those that are below grade level benchmarks using Acadience Reading measures.	S	Core Review meetings, Data Review meetings, Progress monitoring data	Teachers, specialists, EAs, Administrator	June 2025
4. Targeted Tier 2 and Tier 3 researched-based Reading Interventions delivered to students who are not currently at benchmark as measured by Acadience Reading.	S,I	Core Review meetings, Data Review meetings, Progress monitoring data	Teachers, specialists, EAs, Administrator	June 2025
5. Increased planning time for teachers and their support of Educational Assistant/s.	S,I	PD Days	Teachers, specialists, EAs, Administrator	June 2025
6. All teachers will implement the new reading curriculum (SLL, Into Reading, My View) that was adopted.	S, I	Observations, grade level team notes, Assessment data, attendance at trainings and coaching sessions	Teachers, Specialists, Administrator	June 2025
7. Dyslexia-specific PD for all K-5 teachers.	S,I	On-going with Literacy Specialist	Literacy Specialists, Teachers, Administrator	June 2025
8. Specific professional development on the Science of Reading for all K-5 teachers and Educational Assistants providing Reading instruction support.	I, S	Lesson plans, observations, planning	Teachers, Administrator, Specialists	June 2025
9. In order to increase strategies for instruction, culture and systems, we will take a team of teachers to AVID Summer Institute to support the work moving forward.	S, I, L	Staff attending Summer Institute and being an active member of AVID implementation.	Teachers, Administrator	June 2025

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10. Send teachers to the ORTIi/PBIS Conference to engage in best practices for MTSS and PBIS support.	S,I,L	Implementation and improvement of systems for both instructional support and behavioral support.	Teachers, Administrator	June 2025
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Goal #3: ATTENDANCE (Culture and Systems)

During the 2024-2025 school year:

- Increase the school wide rate of “not chronically absent”, which was 76.3% for the 2023-2024 school year (a 3.6% increase from 2022-2023). *Important note: Chronically absent students attend school less than or equal to 90% of the school year.*
 - Attendance is lower than pre-Covid years as we continue to struggle with wellness.

Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
1. Review and discuss attendance data at all RTIi Meetings with every grade level	S, L, C	Improved attendance	Administrator, office, teachers, specialists	June 2025
2. Incentives will be a strategy that is discussed as students do not have control over their attendance. We will work with families and students on the cusp and incentivize their support.	S, C	-Periodic drawings/rewards for targeted families.	Administrator, Office	June 2025
3. A2A initiative including: absentee letters sent to parents, follow up parent conversations, meetings, and goal setting.	S	-Improved attendance -Increased dialogue -Attendance plans	Administrator, Office, DO staff	June 2025

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4. Continue to break down barriers (student, family, school, etc.) and increase student time in class and overall school success.	S, C, L	-Improved attendance -Increased dialogue -Increased school satisfaction	All staff	June 2025
5. Publish attendance information and send out personalized percentages to parents on a regular basis (3 times per year). Also discuss at conferences in January.	S	-Articles and data published -Parents know where child stands with attendance percentages	Administrator, Office, Teachers, Specialists	June 2025
6. Partner with Options of So. Oregon staff when a child on their caseload is struggling with attendance issues.	S	-Meet w/Options Skills Trainer	Administrator Options staff	June 2025
7. PBIS lessons every trimester on the morning KROR announcements. Focus areas: importance of school, being on time for school, and what do if he/she misses the bus or do not have a ride, staying healthy and what is “too sick to come to school”.	S,C,L	-KROR Announcements made -Improved attendance	Administrator, Teacher, Office, Student, Parent	June 2025
8. District messages on Parent Square at the start of the year talking about the importance of attendance.	S	Parent Square posts	Communications Coordinator	June 2025

Goal #4: SCHOOL CULTURE

During the 2024-2025 school year:

- Increase in the positive responses for belonging for students based on the Youth Truth Data (given to 3rd-5th graders each March). Current percent positive scores are:
 - o Can you be yourself with other students? → 47% (-4%)
 - o Do you feel like an important part of your school? → 37% (+5%)
 - o Are students friendly to you? → 32% (-7%)
 - o Do you feel safe at school? → 55% (-10%)

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Specific Strategies	I=Instruction S=Systems L=Leadership C=Culture	Evidence of Success	Who is Responsible	Target Dates
1. Review and discuss PBIS behavior data at all RTI Meetings with every grade level (We are a PBIS school and district).	L,S,C	Improved behavior	Administrator, Office, Teachers, Specialists	June 2025
2. School wide and classroom incentive programs implemented to recognize students who follow school rules and make positive behavior choices. Examples: Lincoln Pride (awarded quarterly), TLC's, TLC Store, Classroom programs/charts, etc.	L,S,C	-Charts, posters, trimester recognition, weekly shopping, etc.	All staff	June 2025
3. Continue to break down barriers (student, family, school, etc.) and increasing a student's time in class and overall school success. Continue to build an awareness of ACES, individual triggers and barriers. We work to improve relationships, classroom and school culture, and eliminate individual triggers that get in the way of student success.	L,S,C	-Improved attendance -Increased dialogue -Increased time in class -Increased school satisfaction	All staff	June 2025
4. Partner with Options of So. Oregon staff when a child on their caseload is struggling with behavior issues.	L,S,C	-Meet w/Options Skills Trainer	Administrator Options staff	June 2025
7. PBIS lessons and social/emotional curriculum on the morning KROR announcements and in classrooms. Focus areas: Positive Discipline, Stop-Walk-Talk, Second Step, etc, Purposeful People, Second Step and Teachers also review classroom and school PBIS rules every trimester and after every school break.	L,S,C	-KROR Announcements made -Improved behavior	Administrator, Teacher, Office, Student, Parent	June 2025

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8. Continue to implement Second Steps curriculum with fidelity.	L,S,C	-Improved Behavior and PBIS Data	Administrator, Teacher, Office, Student	June 2025
9. Implementation of playground Playworks program.	L,S,C	-Improved playground behavior -Fewer playground referrals	All staff	June 2025
10. Implementation of Positive Discipline strategies- specifically class meetings by all classroom teachers.	L,S,C	-Improved sense of belonging and respect	Classroom teachers	June 2025
11. Continued use of PurposeFULL People and the Character Trait of the month.	L,S,C,I	-Improved sense of belonging and respect	Classroom teachers, administrator	June 2025
12. Restorative dialogues as a tool for discipline.	L,S,C	-Improved sense of belonging and respect	All staff	June 2025
13. Intentional initiatives to increase belonging with regards to peer interactions: Skits at assemblies, Kind Kids lunch (monthly), "Mistake Mondays" on the KROR, "Thankful Thursdays", "Forgiveness Fridays".	L, S, C	Morning announcements, observations	All staff	June 2025
14. Rewrite the mission statement to reflect what we do and why we do it.	L,C	Updated mission statement, students, staff and families recognizing and understanding the statement.	All staff	June 2025
15. Continue to build strong instructional and cultural school systems in order to support students and staff through the implementation of AVID (Zones of Regulation, Class meetings, etc)	L, C, S, I	Teachers attending AVID SI and ORTIi/PBIS and bringing learning back to the staff	Select staff	June 2025

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16. Send staff to AVID Summer Institute	L, C, S	Creation and implementation of systems that grow a sense of belonging and connection.	Select staff	June 2025
17. Class Meeting Observation cycles	L,C,S, I	Data tracking, coaching notes, protocol check-lists	Select Staff	June 2025
18. Implementation of new routine and criteria for use of the Calming Center in order to reduce time spent outside of the learning environment.	C,S	Calming Center log entries and passes	All staff	June 2025
10. Send teachers to the ORTIi/PBIS Conference to engage in best practices for MTSS and PBIS support.	S,I,L	Implementation and improvement of systems for both instructional support and behavioral support.	Teachers, Administrator	June 2025
15. Periodic assessments of all students asking questions around Belonging: 1.Can you be yourself with other students? 2. Do you feel like an important part of your school? 3. Are students friendly to you? 4. Do you feel safe at school? 5. Do you feel like grownups at school care about you?	C	Data collected from students -November -January -March	Classroom teachers	June 2025