

Lonsdale Elementary School

School Improvement Plan

2025–2026

Mission and Vision of Lincoln Public Schools

The Lincoln Public Schools are committed to excellence. In partnership with all members of the Lincoln Community, we inspire and empower each student to excel both personally and intellectually, to embrace social and individual responsibility, and to lead with integrity.

The Lincoln Public Schools holds a Vision of a Graduate that states that upon graduation, our students are:

- Skilled Communicators
- Critical Thinkers
- Self-Directed Learners
- Collaborators
- Demonstrate Social-Emotional Competency
- Civically Responsible

The Lincoln Public Schools Vision for Learning believes students learn best when they:

- Are active, engaged, and develop a sense of ownership and passion
- Are supported in a productive struggle to develop perseverance
- Engage in authentic, real-world experiences that encourage deeper learning through collaboration, discovery, and reflection.

Theory of Action

- If Lonsdale Elementary School designs instruction that aligns to high-quality curriculum, utilizes data to identify and support struggling learners, and incorporates the Vision of a Graduate framework.
- Then, all students—especially students with disabilities, MLLs, and/or are economically disadvantaged—will receive differentiated instruction, social-emotional learning, and extended academic support.
- So that they will grow as communicators, critical thinkers, and civically responsible learners who are actively engaged in school and their community.

Core Values and Skills

Our educational approach is centered on cultivating the following competencies:

- **Communication:** Students actively listen, articulate ideas clearly, and engage in meaningful dialogues.
- **Critical Thinking & Problem Solving:** Students analyze information from diverse perspectives and develop strategic solutions.
- **Self-Directed Learning:** Students set personal learning goals, persevere through challenges, and apply knowledge across contexts.
- **Collaboration:** Students value diverse viewpoints, engage respectfully, and provide constructive feedback.
- **Social-Emotional Awareness:** Students manage emotions healthily, empathize with others, and seek support when needed.
- **Civic Responsibility:** Students contribute positively to their communities, respect diverse beliefs, and demonstrate responsible digital citizenship.

School Improvement Monitoring & Evaluation Plan

- The Lonsdale Elementary School Improvement Team will meet monthly to systematically review progress toward the 2025–2026 School Improvement Plan goals and action steps. These meetings will focus on evaluating the effectiveness of current initiatives, identifying areas for improvement, and implementing stakeholder recommendations to ensure continuous growth.
- The team will monitor curriculum goals and the integration of the Vision of a Graduate competencies across all grade levels and schoolwide enrichment programs. Special attention will be given to supporting the academic achievement of key student subgroups, including students with disabilities, economically disadvantaged students, and multilingual learners (MLLs).
- In addition to School Improvement Team meetings, monthly Data Team meetings will be held with Lonsdale stakeholders to review data from district-level assessments, including i-Ready, Acadience, EL Education assessments, and Eureka Math Squared unit and common assessments. These meetings will also incorporate analysis of growth data from Rhode Island state assessments to evaluate student progress and monitor the performance of subgroups, particularly students with disabilities, economically disadvantaged students, and MLL students.

These regular meetings will:

- Review implementation timelines and monitor progress toward established action steps.
- Analyze multiple data sources to assess academic growth and identify trends impacting student achievement.

- Adjust instructional strategies based on data analysis to support targeted interventions and enrichment opportunities.
- Communicate findings and instructional adjustments to grade-level teams during common planning time and through the MTSS framework to ensure a coordinated approach to student support.
- Identify and allocate resources and professional development opportunities to support teachers and staff in meeting SIP goals.

Communication with Families and the School Community

- Progress toward the School Improvement Plan goals will be shared regularly with families and the wider school community through school newsletters, family engagement events, the Lonsdale website, and parent-teacher organization meetings. The School Improvement Team will provide clear updates on key initiatives, celebrate student successes, and outline how ongoing efforts are supporting improved academic outcomes for all students.

Integration of District Strategic Focus: Vision of a Graduate Integration.

1. Lonsdale Elementary School will strategically incorporate and embed the Lincoln Public Schools' Vision of a Graduate into the K–5 educational experience. This will be achieved by intentionally designing learning opportunities and schoolwide activities that develop and strengthen students' skills in: Communication, Collaboration, Critical Thinking, Self-Directed Learning, Social-Emotional Competencies, and Civic Responsibility.
2. This strategic focus ensures that all Lonsdale students leave elementary school equipped with the foundational skills necessary to thrive as engaged learners, effective communicators, and responsible citizens.

Action Steps

- **Build Schoolwide Vocabulary and Awareness**
 - Establish a shared language and understanding of the Vision of a Graduate across all grade levels.
 - Promote awareness through visual displays, classroom discussions, morning announcements, and student recognition programs that highlight these competencies.
- **Curriculum Integration**

- Embed the Vision of a Graduate competencies into daily instruction by aligning learning activities in the K–2 and 3–5 curricula.
 - Engage students in reviewing and analyzing each competency, discussing its relevance, and applying it through critical thinking activities, collaborative projects, and reflective learning opportunities.
 - VOG shared drive- add activities
 - EOY VOG activities
- **Leadership and Reflection Development**
 - Build leadership skills and confidence in fourth- and fifth-grade students by developing a student-led reflection and presentation project focused on the Vision of a Graduate.
 - As part of their fifth-grade exit celebration, students will:
 - Reflect on their personal growth in each of the competency areas.
Share examples of how they demonstrated these skills during their elementary years.
 - Present their strengths and outline goals for future growth as they transition to middle school.

Goals and Action Steps were developed based on data in the areas of need for ELA, Math, Science, Social Emotional Learning, and Chronic Absenteeism.

ELA Goal #1:

Part 1: School-Wide Focus on High-Quality Curriculum and Data-Driven Instruction

Initiative:

- Implement high-quality ELA EL curriculum with targeted support for SWD, MLL, and economically disadvantaged students.

Measurable Goal:

- Increase ELA proficiency by 3–5% throughout the SY 2025–2026 as measured by RICAS, iReady, and Acadience for all students, and closely monitoring SWD, MLL, and economically disadvantaged subgroups.

Key Actions:

- Implement EL Education curriculum with fidelity across all K–5 classrooms.
- Analyze benchmark and progress monitoring data for SWD, MLL, and economically disadvantaged students monthly.
- Provide tiered interventions through MTSS
- Launch before-school ELA enrichment for grades 2–5.
- Provide PD for instructional differentiation and ELA strategies.
- Collaborate monthly with special educators, reading specialists, and MLL coordinators.

ELA Goal: Part 2: Targeted Intervention & Enrichment

Goal:

- By June 2026, Lonsdale Elementary School will scaffold ELA growth through small group, differentiated instruction during designated intervention blocks. Targeted interventions will be aligned to the Science of Reading and designed to improve decoding, comprehension, and written expression, as measured by student progress in Acadience, i-Ready, and curriculum-based measures.

Initiative:

- Implement a multi-tiered system of supports (MTSS) in ELA, including targeted interventions in decoding and comprehension, and differentiated instruction using research-based strategies and data-driven instructional decision-making.

Action Steps:

- 1. K–3 Targeted Intervention (Reading Specialist):**
 - Implement small-group 20–30 minute intervention blocks using Science of Reading strategies focused on decoding, encoding, phonological awareness, and fluency.
 - Use EL Skills Block, UFLI, Acadience, and phonological assessments to group students and plan instruction.
- 2. Grades 4–5 Targeted Intervention (Resource Teachers):**
 - Provide small-group direct instruction using Science of Reading strategies, Reading Revolution, and SRA materials targeting comprehension and written expression.
 - Use diagnostic data from i-Ready, SRA benchmarks, and writing rubrics to adjust instruction.
- 3. Diagnostic Assessment & Grouping:**
 - Utilize Acadience, i-Ready, UFLI assessments, and writing samples to identify student needs and assign them to flexible intervention/enrichment groups.
 - Groups will be reviewed and adjusted every 6–10 weeks based on progress monitoring data.

4. **Before-School ELA Enrichment Program:**
 - Launch a before-school literacy enrichment program for Grades 2–5 to provide advanced practice in vocabulary, reading fluency, and writing extension activities.
5. **Professional Collaboration & Progress Review:**
 - Grade-level teams, reading specialists, and special educators will meet biweekly during Common Planning Time (CPT) to:
 - Analyze subgroup progress
 - Update MTSS intervention plans
 - Adjust grouping and instructional strategies
 - Monthly vertical team or after-school meetings (CBT time) will focus on subgroup performance and cross-grade instructional alignment.
6. **Instructional Practices & Walkthroughs:**
 - Utilize an ELA intervention walkthrough rubric to monitor and refine instruction during skills block and intervention periods.
 - Instructional leadership team will conduct targeted walkthroughs monthly to provide feedback and identify areas for coaching and support.

Progress Monitoring Plan:

- **K–3:**
 - Use EL Skills Block assessments, Acadience, and UFLI mastery checks for biweekly tracking of decoding/encoding skills.
 - Review data in MTSS progress monitoring meetings every 6–8 weeks.
- **Grades 4–5:**
 - Progress monitor with SRA diagnostic checks, i-Ready growth reports, and written expression rubrics.
 - Data is reviewed every 6–10 weeks to inform regrouping and instructional shifts.
- **Flexible Grouping Logs:**
 - Maintain a grouping and regrouping log for each grade level to document shifts in student placement based on updated data.
- **MTSS Team Reviews:**
 - Biweekly MTSS updates per subgroup with input from teachers, specialists, and service providers.
 - Data is entered and tracked in MTSS progress monitoring sheets and intervention tracking forms.
- **Walkthrough Feedback:**
 - Monthly walkthroughs of intervention periods are documented with feedback cycles.
 - Data trends used to inform professional development and coaching cycles.

Math Goal #2:

Part 1: School-Wide Focus of Eureka Squared High-Quality Math Curriculum and Data-Driven Instruction

Initiative:

- Implement high-quality Eureka Squared Math Curriculum with targeted support for SWD, MLL, and economically disadvantaged students.

Measurable Goal:

- Increase math proficiency by 3–5% over the 2025–2026 school year, as measured by RICAS, i-Ready, and Acadience, for all students, and closely monitor subgroups of students with disabilities, multilingual learners, and those from economically disadvantaged backgrounds.

Actions:

- Implement HQC math instruction (–k-2: 50–60 min, 3–5: 70–90 min daily).
- Monitor subgroup growth using i-Ready, Eureka, and classroom assessments to form flexible groups.
- Use walkthrough rubrics to refine instructional practices.
- Use CPT to collaborate across staff monthly on subgroup progress.
- Use data from i-Ready and Acadience for progress monitoring
- Progress is monitored every 10 weeks through MTSS
- Resource teachers meet monthly with classroom teachers to evaluate the progress of subgroups.

Math Goal Part 2: Targeted Intervention & Enrichment

Goal:

- By June 2026, Lonsdale Elementary School will scaffold math growth through small-group, differentiated instruction during designated intervention blocks and before-school enrichment sessions. Targeted support will be based on diagnostic data and aligned to core math standards to increase student proficiency and close skill gaps.

Initiative:

- Implement a data-driven MTSS model for math intervention and enrichment that provides timely, targeted small-group support aligned to students' individual learning needs and grade-level expectations.

Action Steps:

1. **Before-School Math Enrichment (Grades 2–5):**
 - Launch a structured, standards-based before-school math enrichment program for students in Grades 2–3 for targeted intervention support.
 - Math Olympiad enrichment to students in grades 4-5 to extend and challenge higher-performing students.
2. **Targeted Intervention Blocks (Grades 3–5):**
 - Implement small-group intervention blocks using diagnostic data from Acadience Math, i-Ready Math, and common assessments to group students based on skill gaps in core standards flexibly.
 - Instruction will be scaffolded using hands-on strategies, math discourse, and targeted practice aligned with the math instructional shifts.
3. **K–2 Small Group Math Support:**
 - Special education teachers will work with classroom teachers to provide targeted small-group math instruction during math block or designated intervention periods.
 - Focus on number sense, early operations, and building foundational math fluency.
4. **Collaborative Data Review & Instructional Adjustments:**
 - Every 6–10 weeks, the math interventionist and special education team will collaborate with grade-level teachers to:
 - Analyze student progress
 - Review formative and diagnostic assessment results
 - Regroup or shift instructional focus based on trends
5. **Common Planning Time & MTSS Progress Monitoring:**
 - Teachers will meet biweekly during CPT to:
 - Update MTSS subgroup data
 - Adjust small-group plans
 - Discuss successes and barriers in intervention implementation
6. **Ongoing Collaboration and Review:**
 - Resource teachers and the math interventionist will meet biweekly to evaluate the performance of the subgroup.
 - MTSS data sheets and intervention tracking forms will be updated consistently.

Progress Monitoring Plan:

- **Diagnostic & Formative Assessments:**
 - Use Acadience Math and i-Ready Math diagnostic data three times per year to identify needs and evaluate growth.
 - Monitor progress through classroom-based formative assessments and exit slips.

- **Biweekly MTSS Data Updates:**
 - Intervention providers (classroom teachers, interventionists, special education) will update MTSS math tracking sheets biweekly with student progress and intervention adjustments.
- **Trimester MTSS Review Meetings:**
 - Hold schoolwide MTSS math progress reviews each trimester to determine:
 - Students showing growth and ready to exit Tier 2/Tier 3 support
 - Students needing continued or intensified intervention
 - Gaps in service or additional resource needs
- **Flexible Grouping Logs:**
 - Maintain a grouping and regrouping log for each grade level to document shifts in student placement based on updated data.
- **Walkthrough and Observation Feedback:**
 - Conduct monthly walkthroughs of intervention blocks to ensure quality and fidelity of math intervention practices.

Science Goal #3: STEM, Inquiry-Based Instruction, and Enrichment

Goal:

- By June 2026, Lonsdale Elementary School will increase Grade 5 science proficiency to 45% or higher on the Rhode Island Next Generation Science Assessment (NGSA) by strengthening Tier 1 science instruction and expanding STEM-focused enrichment opportunities in Grades 4 and 5.

Initiative:

- Enhance inquiry-based science instruction, implement NGSS-aligned curriculum, and expand access to schoolwide and after-school STEM programming for Grades 2–5.

Action Steps:

1. **Curriculum Implementation:**
 - Fully implement the district-approved science curriculum in Grades K–5.
 - Implement FOSS Modules in Grades 4 and 5 with alignment to NGSS standards.
 - Integrate rotation models in Grades 4 and 5 to allow for explicit instruction in designing, conducting, and analyzing science experiments.
2. **STEM Enrichment Opportunities:**
 - Continue and expand Science Sprouts (Center for Dynamic Learning) after-school program for Grades 2–5.
 - Sustain and grow the Grade 4 and 5 STEM block rotations (ELA, math, and science), targeting higher-level inquiry, engineering design, and

experimental thinking.

3. STEM Lab Development:

- Continue Year 2 pilot implementation of the STEM Lab with a focus on preparing for a full rollout in 2026–2027.
- Schedule and train teachers to use lab resources, focusing on alignment to Mystery Science and NGSS performance expectations.

4. Family Engagement:

- Host an annual Science Family Night for Grades 3–5 to share student projects, engage families in NGSS practices, and review assessment expectations for Grade 5.
- Provide families with “Science at Home” toolkits that connect Mystery Science lessons to at-home experiments or explorations.

5. Outdoor Learning Integration:

- Officially open and utilize the Outdoor Learning Space for inquiry-based hands-on science investigations in all grades.
- Connect nature-based observations with standards-aligned investigations, tying real-world exploration to lab practices.

Progress Monitoring Plan:

1. Quarterly Data Reviews (Grade-Level & Leadership Teams)

- **Analyze student progress using:**
 - Mystery Science assessment data
 - District Common Science Tasks
 - Student performance on NGSA-aligned classroom experiments and labs

2. Student Work Samples & Rubric Calibration

- Grade 4 and 5 teachers will participate in collaborative analysis of student science notebooks, lab reports, and experimental designs to ensure consistency and growth in scientific thinking.

3. STEM Lab Implementation Log

- Document lab usage, lesson integration, and teacher feedback throughout the 2025–2026 school year.
- Collect student reflections on lab experiences and inquiry-based learning activities.

4. Program Participation and Impact Logs

- **Track attendance and engagement in:**
 - After-school STEM programs (Science Sprouts)
 - Grade 4/5 STEM blocks
 - Family Science Night
- Collect surveys from students and families on the impact of STEM learning and interest development.

5. Benchmark Growth Tracking Toward Proficiency Goal

- Monitor proficiency trends in science for Grade 5 through:
 - Fall baseline assessments
 - Midyear benchmark assessments
 - End-of-year Mystery Science and NGSA preparation tasks

Attendance Goal #4: Reduce Chronic Absenteeism

Initiative:

- Decrease absenteeism by 2–5%, focusing on at-risk groups.

Action Step #1 for Chronic Absenteeism interventions:

- Implement Personalized Family Outreach and Home Visit Protocols
- Establish a structured process for personalized family outreach for students identified as chronically absent. This includes:
 - Tiered phone calls or meetings from classroom teachers, the school social worker, and the principal.
 - Home visits for students with ongoing absences are conducted by the school social worker and administrative staff to build relationships, understand barriers, and connect families with community resources.
 - Provide translated materials and bilingual outreach to ensure clear communication with multilingual families (MLLs).

Action Step #2 for Chronic Absenteeism interventions:

- Launch “Attendance Action Plans” for Targeted Students
- Create individualized Attendance Action Plans for students with 10% or more absenteeism. These plans will include:
 - Collaborative goal setting with students, families, and staff (including MLL/IEP case managers as applicable).
 - Connection to academic support and mental health services if needed.
 - Weekly check-ins with a staff mentor or attendance buddy to monitor progress and encourage engagement.

Progress Monitoring Components:

1. Biweekly Attendance Data Review with grade level CPT (common Plan Time)

- **Who:** Grade level CPT Teachers
- **What:** Track overall and subgroup attendance rates (SWD, MLL, Econ Disadvantaged).
- **How:**
 - Use attendance reports from Skyward or the district database.
 - Analyze patterns by grade, subgroup, and individual student level.
 - Flag students at risk of becoming chronically absent (5+% missed days).
 - Reports to Building Administrator bi-weekly with CPT data Sheet
- **Outcome:** Update student support plans and adjust interventions as needed.

2. Monthly Attendance & Intervention Collaboration Meetings (During CPT/PLC Time)

- **Who:** Classroom teachers, social workers, nurses, and administrator.
- **What:** Discuss students of concern, review trends, and update individualized attendance plans.
- **How:**
 - Review Attendance Action Plans and family contact logs.
 - Note improvements, concerns, and effectiveness of incentives or home supports.
 - Track follow-through on MTSS Tier 2/Tier 3 interventions.
- **Outcome:** Inform next steps in family outreach or referral to community-based supports.

3. Student Incentive & Recognition Tracking

- **What:** Track participation and outcomes in attendance incentive programs (e.g., monthly perfect attendance, “on-time ticket” rewards, classroom challenges).
- **How:**
 - Use a spreadsheet or dashboard to monitor participation rates.
 - Compare month-to-month growth.
 - Solicit student feedback on recognition strategies.
- **Outcome:** Adjust or expand initiatives that show impact.

4. Quarterly Data Reports to School Improvement Team

- **Who:** Principal, MTSS Coordinator, and SEL/Attendance Team.

- **What:** Present quarterly chronic absenteeism trends and subgroup data.
How:
Identify students who improved, remained stagnant, or worsened.
 - Highlight success stories and persistent barriers.
 - Compare data with the baseline and SIP target.
- **Outcome:** Inform School Improvement Plan adjustments and mid-year SIP check-ins.

5. Family Engagement & Outreach Logs

- **What:** Track home visits, family meetings, and outreach efforts.
- **How:**
Maintain communication logs by staff member.
 - Document parent follow-through and any barriers identified (e.g., illness, transportation).
- **Outcome:** Use data to refer families to school/community-based supports and make timely referrals to DCYF when necessary.

SEL Goal #5: Support Social Emotional Learning

Goal:

- By June 2026, Lonsdale Elementary School will enhance school wide social emotional learning by fully implementing the Second Step curriculum across grades K–5 and integrating SEL practices into daily instruction and community engagement. This will lead to a measurable increase in students’ SEL competencies, including the ability to manage emotions, demonstrate empathy, and engage in positive peer interactions, as measured by SEL student surveys, behavior incident data, and teacher observations.

Initiative:

- Strengthen a cohesive, schoolwide SEL framework using the Second Step curriculum to support student well-being and align SEL competencies with Vision of a Graduate indicators.

Action Steps:

1. Curriculum Implementation

- Launch schoolwide implementation of the Second Step curriculum in all K–5 classrooms.
- Hold monthly PLC or data check-ins to review fidelity of implementation and student impact.

- Develop a schoolwide SEL vocabulary bank aligned with Second Step, posted in every classroom, and used in morning meetings, instruction, and assemblies.
- 2. Family Engagement**
 - Develop a bi-monthly SEL Family Engagement Newsletter including home connection tips, Second Step strategies, vocabulary, and at-home reinforcement activities.
 - Host two family workshops (fall and spring) to introduce families to SEL practices and Second Step concepts.
- 3. Tiered Supports and MTSS**
 - Utilize the MTSS SEL Support Team to identify students needing Tier 2 or Tier 3 social-emotional interventions.
 - Collaborate with the school social worker and resource staff to create individualized SEL plans and track progress.
- 4. Structured Recess Initiative**
 - Launch a structured SEL-focused recess program to support conflict resolution, peer interaction, and de-escalation strategies.
 - Rotate student groupings K-5 to include peer modeling and small group instruction led by trained staff.
- 5. Leadership & Mentoring**
 - Establish a Fourth and Fifth Grade Leadership Team to mentor younger students through SEL-based activities and “buddy sessions.”
 - Incorporate Best Buddies-style events into the SEL calendar to promote inclusion and empathy.
- 6. SEL Spirit Weeks**
 - Implement a Back-to-School SEL Kickoff Week and End-of-Year SEL Celebration Week with themed daily activities that promote kindness, empathy, emotional regulation, and community building.
- 7. Schoolwide Kindness Program & SEL Word of the Week**
 - Maintain and expand the kindness tree and monthly recognition of kind acts.
 - Introduce a weekly “Social Emotional Word of the Week” and include civic responsibilities aligned to the Vision of the Graduate indicators.

Progress Monitoring:

- MTSS SEL Support Team will meet monthly to review individual and grade-level SEL data, behavior referrals, and teacher input.
Second Step implementation fidelity checklists and classroom walkthroughs.
- Pre-- and post-student SEL competency surveys and reflections.
- Family feedback surveys on engagement and understanding of SEL strategies.
- Reduction in office behavior referrals and increase in positive behavior recognitions.

