

Read through this section before beginning your work.

This template contains components that may or may not apply to all schools.

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

- **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.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

[If you are unsure of your school's identification as TSI, ATSI, and/or CSI, click Here for 2022-23 Federal school rating list](#)

SCHOOL INFORMATION
[Required for all schools]

School Name	Abraham Lincoln Elementary
School Number	3941
Street Address	3551 Block Ave.
City	East Chicago
Zip Code	46312

SCHOOL and CONTACT INFORMATION

[Required for all schools]

Principal	Eliza Gonzalez
Phone number	219-391-4096
Email	egonzalez@ecps.org

Superintendent	Dr. Stephen Bournes
Phone number	219-391-400
Email	sbournes@ecps.org

Grant contact	
Phone number	
Email	

Other contact	Lela Simmons
Position	CFO
Phone number	
Email	lesimmons@ecps.org

SCHOOL IDENTIFICATION *[Required for all schools]*

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	Yes ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	Yes ▾
This school is not identified as CSI, TSI, or ATSI.	No ▾

(TSI and ATSI only)

Choose from the drop-down box, underperforming student groups identified by the federal government.

Black ▾	Hispanic Ethnicity ▾	English Language Le... ▾	Free/Reduced Lunch ▾	Special Education ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

[Required for CSI Schools]

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
☒ Statewide Assessments	☒ Statewide Assessment Data	☒ English Language Learner (ELL) Assessment(s)	☒ Attendance*
☐ Federal (ESSA) Data	☐ Federal (ESSA) Data	☒ Individual Education Plans (IEPs)	☒ School Discipline Reports*
☒ District Assessments	☒ IAM Assessment	☒ Individual Learning Plans (ILPs)	☒ Bus Discipline Reports*
☒ Dyslexia Assessments	☐ Aptitude Assessment(s)	☒ Staff Training	☒ Surveys (parent, student, staff) *
☒ Common Formative Assessments	☐ Special Education Compliance Rpt	☒ Aptitude Assessment (e.g. CogAT)	☒ Daily Schedule Configuration
☐ PSAT/SAT/ACT	☒ Subgroup Assessment Data	☒ Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	By the end of the 2023-2024, Lincoln's Ilearn ELA passing rate will increase by 5%, which will provide a total passing rate for grades 3-6 of 15.4% based on the 22-23 federal report card which has a baseline of 10.4% passing rate from the 21/22 report card	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	The school will increase proficiency by an additional 8% increase by providing small groups and after school tutoring sessions to those approaching. Adding a SOR Coach to the team this year will support this goal.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	By the end of the 2023-2024, Lincoln Ilearn Math passing rate will increase by 5%, which will provide a total passing rate for grades 3-6 of 21.7% based on the 22-23 federal report card which has a baseline of 16.7% passing rate from the 21/22 report card	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	The school will continue to strive for an increase in proficiency by an additional 5% increase by providing small groups and after school tutoring sessions to those approaching. Utilizing math curriculum online pathways will continue to be used and monitored.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	Lincoln will implement a MTSS framework for behavior and academic support for Tier 1, Tier 2 and Tier 3 instruction by decreasing student suspension by 5% , a 5% increase in student attendance, and a 3% decrease in students testing in 10th percentile or lower on NWEA.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
Opportunities	Threats

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Why is it happening? (Reasons must be conditions that the school can control)

1.

☐ Why?

☐

2.

☐ Why?

☐

3.

☐ Why?

☐

4.

☐ Why?

☐

5.

☐ Why?

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) ☐		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

[Required for all schools]

Schools that are required to conduct a CNA and/or 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 Subcommittee(s)" column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Eliza Gonzalez	Principal	Both ▾	ELA, SpEd, Blk, ELL, Hispanic
Shannon Davis	Assistant Principal	Both ▾	ELA, SpEd, Blk, ELL, Hispanic
Derrell Tinner	Dean of Students	Both ▾	ELA, SpEd, Blk, ELL, Hispanic
Ava Robinson	Instructional Coach	Both ▾	ELA, SpEd, Blk, ELL, Hispanic
Nicole Smith	Science of Reading Coach	Both ▾	
Michelle Llyod	Special Education Teacher	Both ▾	Hispanic, SpEd
Stephanie Henderson	Teacher	Both ▾	ELL, Blk
Dawn Pagin	Teacher	Both ▾	ELA, Hispanic
Nia Drakes	Teacher	Both ▾	Blk, ELL
Link additional information here (if necessary) ☐			

SCHOOL AND COMMUNITY NARRATIVE
[Optional for all schools]

A narrative description of the school, community, and educational programs.

Link additional information here
(if necessary) ☐

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

[Optional for all schools]

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.

District Vision

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

School Vision

Lincoln Elementary will promote a learning environment where all students can achieve their dreams and meet their goals

District Mission

Investing in our children's future, giving them the tools to pursue excellence while developing Honesty, Compassion, and Determination.

School Mission

Investing in our children's future, giving them the tools to pursue excellence while developing Honesty, Compassion, and Determination.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS
(continued)
[Optional for all schools]

District Goal(s)

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Link additional information here (if necessary) ☐	

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

[Optional for all schools]

Use the space below to add additional information about educational programming and the learning environment.

Link additional information here
(if necessary) ☐

CURRICULUM AND INSTRUCTIONAL STRATEGIES

[Optional for all schools]

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Link additional information here
(if necessary) ☐

STUDENT ACHIEVEMENT
[Optional for all schools]

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

Link additional information here
(if necessary) ☐

STUDENT DATA
[Optional for all schools]

Use the space below to add information about data, including graphs, from the annual performance indicators.

Link additional information here
(if necessary) ☐

PROPOSED INTERVENTIONS

[Optional for all schools]

Use the space below to add information about proposed interventions based on the school improvement plan.

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

[Required for all schools]

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 will not be used 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 schools]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	☐
Reading	K-6	Savvas	Yes ▾	Tier 1 ▾		Yes ▾	☐
Math	K-6	Reveal	Yes ▾	Tier 1 ▾	Reveal Math is a coherent, vertically aligned K–12 core math solution Derived from the latest research on how students learn best, Reveal Math is strategically designed to fuel active student engagement and deepen conceptual understanding	Yes ▾	☐
Math	K-6	Aleks and Redbird	Yes ▾	Tier 2 ▾	Aleks and Redbird is a program that is integrated with our Reveal math program. This program allows teachers to assign assignments that follow their teaching cycle as well as place students on a pathway. This pathway is determined based on the placement assessment given to the students.	Yes ▾	☐
Reading	K-2	Heggerty	Yes ▾	Tier 1 ▾	Heggerty Phonemic Awareness is a	Yes ▾	☐

		Phonemic			research-based 35-week curriculum of, daily phonemic and phonological awareness lesson plans.		
Reading	3-4	Bridge the Gap	Yes ▾	Tier 2 ▾	A series of systematic phonemic awareness lessons. It is also used as an intervention for students with reading difficulties.	Yes ▾	☐
Reading	3-6	Readable English	Yes ▾	Tier 3 ▾	This program is utilized for our SPecial Education students who struggle with reading phonemics and need additional support when sounding out words. This program will be used daily for 30 minutes to students who struggle to read. This program will include general education students who need a more intense intervention before an official referral is made.	Yes ▾	☐
Reading	K-2	FCRR (Florida Center For Reading Recovery) UFLI (University of Florida Literacy Institute)	Yes ▾	Tier 2 ▾	FCRR provides resources to make evidence-based and evidence-informed decisions to improve reading outcomes for all learners. Activities are designed for individual, partner, and small group learning. UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. This is used as a small group intervention, targeting students with the lowest level of preparedness.	Yes ▾	
Reading	K-3	From Phonics to Reading	Yes ▾	Tier 1 ▾	A systematic, instructional scope and sequence that uses research-based Seven Key Characteristics of Strong Phonics Instruction	Yes ▾	
Reading	K-6	Savass Success Maker	Yes ▾	Tier 2 ▾		Yes ▾	
Reading	K-3	Reading Horizon	Yes ▾	Tier 3 ▾		Yes ▾	
Reading	4-6	Reading	Yes ▾	Tier 3 ▾		Yes ▾	

		Horizon-Elevation					
Reading	K-3	95% Group PSI	Yes ▾	Tier 2 ▾		Choose ▾	

CORE ELEMENT 1: CURRICULUM
(continued)
[Required for all schools]

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

The public may view the school's curriculum in the following location(s)	
The public are able to view the school's curriculum at the school building and administration office.	
Link additional information here (if necessary) ☐	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

[Required for all schools]

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. Assess your practices using the chart below.

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 ▾	☐
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	☐
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	☐
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	☐
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	☐
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	☐
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	☐
Instructional strategies foster active participation by students during the instructional process	Yes ▾	☐
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	☐
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	☐
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	☐
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	☐
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	☐
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	☐

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.

Formative and diagnostic assessments utilized are NWEA, phonemic awareness surveys, phonics assessment, textbook assessments, teacher created assessments, and formative assessments. Specific attention is given to the use of NWEA diagnostics. The NWEA diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The data allows the teacher to pinpoint a student's ability level and identify the specific skills students need to learn to accelerate their growth. Lincoln teachers are expected to utilize formative assessments each cycle to gather the data needed to inform our Teri 2 instruction. Formative assessment data is discussed in teacher PLC and a plan to reteach or enrich is developed for each student.

**Link additional information here
(if necessary) ☐**

CORE ELEMENT 3: ASSESSMENT

[Required for all schools]

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 [CFA], or summative) and a brief rationale for their use. 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)	Use	Type and Rationale for Use	Continue Use	X
NWEA	K-6	Benc... ▾	The resulting data is used for the analysis of each student's academic growth and achievement.	Yes ▾	☐
KReady	K	Form... ▾	An assessment used to screen starting kindergarten and their readiness	Choose ▾	
NWEA Dyslexia Screener	K-6	Other ▾	An assessment used to screen students for dyslexia	Yes ▾	☐
NWEA Map Fluency	K-3	Benc... ▾	An assessment used to assess student fluency, phonological awareness, and phonemic awareness	Yes ▾	☐
ILearn Checkpoints	3-6	Form... ▾	A state provided assessment to gauge student proficiency on state required standards after a certain amount of time and done 3 times a year. The resulting data is used for the analysis of each student's academic growth and achievement and assists in ensuring student mastery of state standards tested on..	Yes ▾	
Math District Formative Assessments	K-6	Form... ▾	Based on district curriculum maps, aligned with IAS, informs tier 2 instruction	Choose ▾	
ELA District Formative Assessments	K-6	Form... ▾	Based on district curriculum maps, aligned with IAS, informs tier 2 instruction	Choose ▾	
ILEARN	3-6	Sum... ▾	A state provided assessment to gauge student proficiency on state required standards. The resulting data is used for the analysis of each student's academic growth and achievement.	Yes ▾	☐
IRead	3	Sum... ▾	A state provided assessment to gauge student proficiency on state required standards. The resulting data is used for the analysis of each student's academic growth and achievement.	Yes ▾	☐
I AM	3-6	Sum... ▾	A state provided assessment to gauge student proficiency on state required standards. The resulting data is used for the analysis of each	Yes ▾	☐

			student's academic growth and achievement.		
--	--	--	--	--	--

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 ▾	☐
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	☐
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	☐

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 to improve student achievement.

A system for data analysis and classroom management is an ongoing professional development item intended to increase teacher's capacity to utilize data that exists within the school's PLC structure, as well as teaching new teachers how to manage their classrooms. The data procedures within this are used to analyze formative, interim, and summative data. The behavior management skills are taught and modeled for each teacher as well as assigning mentor teachers with 5 or more years of experience. The PLCs are held each week and ensure teachers are supported in using data to plan core instruction as well as behavior management, remediation and enrichment learning activities. Teachers have the opportunity to collaborate with grade level teams across the district during one PLC per month. Additionally, data meetings, led by the principal, are used to further support staff in analyzing data and supporting their classroom instruction is not interrupted. New teachers are provided additional training two times a month as a district initiative to learn skills and knowledge of how to utilize class curriculum and assessment data to drive instruction.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

[Required for all schools]

Briefly describe how technology is used by students to increase learning.	
Lincoln Elementary is a two-to-one technology school. Students have a technology device at home and at school. Each student in grades K-6 will have a chromebook/laptop. Specific attention is given to leveraging technology to increase students' ability to collaborate, engage, and learn at a differentiated pace. We integrate reading and math during daily instruction to customize learning for each student as well as assessing and monitoring student progress. Canvas is the designated platform used for online instruction, however, supplemental software is also utilized, in Math & Reading as well as Dojo Classroom to inform parents of successes and redirections in the classroom.	
Link additional information here (if necessary) ☐	

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

[Required for all schools]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	No ▾
Career simulation (JA/Biztown, etc.)	Yes ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	No ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		Choose ▾	
Other: Community in Service			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) ☐	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)
[Required for all schools]

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	No ▾
Career-focused classroom lessons	No ▾	Job-site tours	No ▾
Guest speakers	Yes ▾	Career day/fair or community day	No ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	No ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) ☐	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)
[Required for all schools]

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Job shadowing	Choose ▾
Job-site tours	Choose ▾	Career-related courses	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Choose ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	Not currently implementing career exploration activities	Choose ▾
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) ☐	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

[Required for all schools]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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 ▾	☐
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	☐
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	☐
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	☐
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	☐
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	☐
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	☐
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	☐

Briefly answer the following:

What practices are in place to maintain a safe environment?
Lincoln Elementary has policies and procedures in place to ensure a safe environment. Lincoln School promotes cultural competency through explicit lessons and modeling important values appropriate for classroom behavior. To best serve students the school utilizes an MTSS model where staff such as the EL professional, social worker, nurse, and special education teachers attend to the social and emotional needs of our diverse student population. Lincoln has one of the largest SPED populations in the school district and we celebrate and embrace our large Special Needs population. The Lincoln staff is committed to providing all students with a safe, secure, and disciplined learning environment. The school has established emergency plans in case of a fire, tornado, or lockdown. These plans can be viewed in both the PBIS emergency plan and the student handbook. All emergency plans are routinely reviewed to ensure clear expectations for emergency situations are understood by all staff and students. Additionally, all students and staff are required to wear ID badges. Any guests to the school must enter the main door, sign in, take a photo, and receive a visitor's pass via Safe Visitor Solutions.

In addition to ensuring all students feel safe, the Lincoln staff places a premium on communicating respect for students and a belief in their capacity to learn. The Lincoln staff establishes high expectations for students by inviting students to participate in individual goal setting as well as display their individual and group work within the classroom. Teachers promote classroom community by engaging students in community circles that allow students to share their thoughts, feelings, concerns, and goals. To ensure that we maintain a safe environment for student arrival and dismissal, we have implemented organized and well-thought out procedures that are to be followed daily. We have begun allowing students to arrive at school at 7:30 am for breakfast. This ensures our students are safe when they are dropped off by their parents before work.

Positive Behavior Interventions and Support (PBIS) is utilized to ensure clear expectations and a multi-pronged approach to intervention and positive behavior support. The PBIS system at Lincoln Elementary consists of common school expectations, Character Plus SEL development, behavior incentives. implement Multi-Tiered Systems of Support (MTSS) and are progressively taking steps to merge our behavior support system into a tiered framework for providing for student's academic, behavior, and social/emotional needs.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY

[Required for all schools]

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 using the dropdowns below.

Group	X	Group	X	Group	X
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 self identify through the registration process. Identified parents complete a home language survey and other state data reports.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

To best serve students the school utilizes an MTSS model where staff such as the EL professional, social worker, nurse, and special education teachers attend to the social and emotional needs of our diverse student population. Lincoln has one of the largest SPED populations in the school district and we celebrate and embrace our large Special Needs population. The aforementioned staff is key in delivering differentiated and accommodating instruction to all of our students. 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. The school is also currently utilizing new data analysis tools to examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.

The school is currently identified as TSI for five low performing student groups (e.g., Black, ELL, FRL, Hispanic, SPED). As such, we recognize low student achievement as a tier I problem. We are engaging in aligned efforts to improve curriculum, instruction, and assessment in order to improve student outcomes for all students, increased instructional relevance,.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)
[Required for all Schools]

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

As part of our efforts towards continuous improvement, we continue to plan initiatives to increase cultural competency and our ability to provide students with culturally relevant content. As such, as curriculum maps are refined we will make a focused effort towards including resources that will be culturally relevant to our student population. Specifically, attention will be given to utilizing the diverse culturally relevant resources that exist in our community. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to both their current and future lives. Additionally, as the school has less tenured teachers overall in our building and to assist them in classroom management skill all staff will be trained in Restorative Practices, Culture/Climate, De-Escalation and conflict resolution. Teachers are provided training in cross- cultural situations to ensure that our English Language learners are provided with the appropriate accommodations.

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

Staff have been provided with pertinent articles and research to increase our ability to provide our teachers with cultural awareness as well as provide targeted subgroups with appropriate and relevant instructional strategies. Further, various community events are held at the school throughout the school year to bring together staff, parents, and students. These events provide opportunities to celebrate diversity and create increased awareness of each culture within the school community.

As part of our efforts towards continuous improvement, we continue to plan initiatives to increase cultural competency and our ability to provide students with culturally relevant content. As such, as curriculum maps are refined we will make a focused effort towards including resources that will be culturally relevant to our student population. Specifically, attention will be given to utilizing the diverse culturally relevant resources that exist in our community. This will serve to increase the connection our students can make to the content and their ability to recognize the relevance education has to both their current and future lives.

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

[Required for all schools]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Some things that are currently contributing to Linlcon's attendance trend would be that parents are struggling to get their students to school. Parents have personal issues where they are unable to bring students to school. We also have the trend where parents need older students to stay home with younger non school age students. Some parents are also leaving early to go to work and trust their student to make it to school on time and many students are not coming to school and the parents are unaware until they receive a call about their absence.
What procedures and practices are being implemented to address chronic absenteeism?	• SCEC's student management system (Skyward) began to be utilized during the 2019-2020 school year and is being leveraged to communicate to students and families the importance of school attendance. • Parents receive three day letters and five day letters from the Truancy Office that have been mailed. • The families of chronically absent students are referred to Parent Cafe for additional support. • Parents are required to sign an attendance contract with the district after 6 days of attendance • After 10 days of unexcused absences a DCS report might need to be filed as this is now considered truancy. • Attendance incentives such as competitions by homeroom have been implemented • Monthly attendance incentives have been implemented with the entire school. • The AP and Truancy Officer make attendance calls to families with consecutive absences and excessive absences and no communication. • The Truancy Officer makes home visits on families with high absenteeism and are frequently missing based on past history.

		Unexcused Absence	Action Taken
		1	• Automated Call to Parent / Guardian / Leg
		2	• Automated Call to Parent / Guardian / Leg
		3	• Automated Call to Parent / Guardian / Leg • Letter Sent to Parent / Guardian / Legal Cu
		4	• Automated Call to Parent / Guardian / Leg
		5	• Automated Call to Parent / Guardian / Leg • Letter Sent to Parent / Guardian / Legal Cu
		17	

		6	● Automated Call to Parent / Guardian / Leg ● Overnight Suspension / Attendance M Ad ○ Student will not be allowed to ret school unless he or she is accompan parent / guardian / legal custodian to sign an attendance cor
		7	● Automated Call to Parent / Guardian / Leg
		8	● Automated Call to Parent / Guardian / Leg
		9	● Automated Call to Parent / Guardian / Leg
		10	● Automated Call to Parent / Guardian / Leg ● Letter Sent to Parent / Guardian / Legal Cu ● Citation ● DCS Report
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Lincoln’s truancy team monitors students' attendance on a regular basis to inform decision making.		
Number of students absent 10% or more of the school			

year:					
Last Year:	62	Two Years Ago:	94	Three Years Ago:	<u>78</u>

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students		Yes
Link additional information here (if necessary) ☐		

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT
[Required for all schools]

How does the school maximize family engagement to improve academic achievement?
Lincoln Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, Lincoln makes a concerted effort to involve parents in all phases of their child's learning. In order to keep parents informed of services the school offers, Lincoln utilizes the school webpage, conferences, a monthly newsletter, ClassDojo, and various technology supported communications. The position of Teacher Parent Liaison exists to support communication and family engagement focused on improving student academic outcomes. Specific strategies utilized to increase family and community engagement consist of Title 1 meetings, parent-teacher conferences (3 times a year), monthly family involvement nights, fine arts events, and various academic events. We have opened our auditorium to include student activities and parent and student activities.
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents are continually encouraged to get involved at the school and communicate with their child's teacher via telephone, ClassDojo, notes, or email. As a district we have agreed to participate in One Church, One School. This program connects the community to our school and students. These community members volunteer several times a week and engage with our students and families in positive ways. This school year we intend to establish a PTA or Booster group for our school to help involve our families. In addition, our parent teacher liaison hosts regular parent meetings and workshops where concerns can be addressed. We will continue to implement grade level parent meetings to discuss parent and teacher concerns with student attendance, behavior, and grades. There is also a monthly Principal and Juice meeting on the 2nd Tuesday of the month.
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Lincoln Administration Team meetings with parents will occur on the first Tuesday of each month or upon request where parents express ideas and concerns about the school starting in the month of October. Staff and parents communicate via phone calls, text messaging, Dojo and or email on a regular basis. Our teacher-parent liaison is accessible to parents and encourages family involvement. In providing support to students who are absent, teachers make available missed assignments and work with students individually to complete all make up work. Additionally, Lincoln has a truancy officer who offers support and resources to families who are in need of additional support. Lincoln participates in the district's truancy program which offers the support of several local agencies. We will continue to implement grade level parent meetings to discuss parent and teacher concerns with student attendance, behavior, and grades.

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

Specific attention is given to honoring the diverse cultures that make up the Lincoln Elementary community. Culture nights are held to celebrate Hispanic heritage and Black history. These nights are attended by staff and help to facilitate developing the cross-cultural skills essential for increased family engagement as well as increased academic relevance in our classrooms. In addition, Lincoln sends out communication in English and Spanish.

Link additional information here
(if necessary) ☐

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.	
Lincoln Elementary believes family engagement is a key aspect to students' academic, social, and emotional development. As such, Lincoln makes a concerted effort to involve parents in all phases of their child's learning. In order to keep parents informed of services the school offers, Lincoln utilizes the school webpage, conferences, a monthly newsletter, ClassDojo, and various technology supported communications. The position of Teacher Parent Liaison exists to support communication and family engagement focused on improving student academic outcomes.	
How does the school provide individual academic assessment results to parents/guardians?	
All assessment results are sent home to the student's parents/guardians. Parent's are provided support during open houses and parent-teacher conferences which are embedded in the school calendar to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim and assessment data.	
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. Parents will begin to be included on several school committees, including in writing this school improvement plan. The teacher parent liaison heads and coordinates efforts to involve parents in all applicable committees.	
Link additional information here (if necessary) ☐	

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

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 (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) ☐			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered. All funding is overseen by the district federal funds manager.

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

Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

**Link additional information here
(if necessary)** ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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 School City of East Chicago has a city-wide preschool program that is located at the Carrie Gosh Early Learning Center. Collaboration occurs regularly between Lincoln administration, teachers, and the preschool staff over curriculum and instructional strategies. As of the 23/24 school year, Lincoln Elementary is currently housing our pre-K Special Education classroom. This allows for activities intended to help make our future students comfortable in their new learning environment. We will also begin for the 24/25 school year, host our own back to school night before school begins to allow students and parents to be familiar with our school. During registration student's parents are given information about the upcoming school year, required immunizations, and other programs. Emphasis is placed on communicating the importance of students being present, on-time, and ready to learn. The pre-k teachers provide students with a summer packet to support kindergarten readiness skills.

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.

The district supports Lincoln Elementary by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. At the building level, teachers are provided a mentor (veteran teacher), guidance from an instructional coach and opportunities for peer observations. Our HR Director networks with college campuses, attends job fairs and posts open vacancies on our school website as well as non-traditional school places such as Indeed. At Lincoln any teacher currently teaching with an emergency permit is required to enroll and attend a teaching training program at one of our college programs we are affiliated with per the district covering the cost. Teachers enrolled and completing their program will have opportunities to receive additional support to pass the teaching licensure test. We have started looking internally when attempting to recruit. We have moved paraprofessionals into an emergency permit teacher and then helped them enroll in a teacher training program that is covered by the district.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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
Deandra Moore	Emergency Permit	Kindergarten
Dawn Pagin	Indiana Teaching License	Kindergarten
Hannah Maurello	Emergency Permit	First Grade
Blanca Guerrero	Emergency Permit	First Grade
Gordana Andric	Indiana Teaching License	Second Grade
Stephanie Henderson	Indiana Teaching License	Second Grade
Kayleigh Young	Indiana Teaching License	Third Grade
Erica Summers	Indiana Teaching License	Third Grade
Reese Gault	Emergency Permit	Fourth Grade
Tyla Miller	Emergency Permit	Fourth Grade
Alexander Guerrero	Emergency Permit	Fifth Grade
Bettye Gatlin	Emergency Permit	Fifth Grade
Nia Drakes	Emergency Permit	Sixth Grade

Samuel Daniels	Long Term Sub	Sixth Grade
Vanessa Choucalas	Indiana Teaching License	Special Ed. MoSevere
Lloyd Michele	Indiana Teaching License	Special Ed. MoSevere
Jeanine Gonzalez	Indiana Teaching License	Special Education 4-6
Ana Cornejo	Indiana Teaching License	Special Education K-3
Ari Bonilla	Long Term Sub	GYM
Angelique Whitehead	Emergency Permit	ART
Charlene Brown	Alternative Licensure	Special Education ED K-6
Link additional information here (if necessary) ☐		

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
Link additional information here (if necessary) ☐			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress ▾
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) ☐						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	By the end of the 2024-2025 school year, Lincoln's Ilearn ELA passing rate will increase by 10%, which will provide a total passing rate for grades 3-6 of 25% based on the 23-24 ILearn Results which has a baseline of 15% passing rate.		
Sub-group focus	African American		
The strategies we are going to implement are	Gradual release (I do, You do, We Do), Data driven practice by utilizing small group based on district formative assessments and Saturday tutoring & School week enrichment, full time instructional coach, utilizing MTSS Tier 1 and Tier 2 instruction with fidelity		
To address the root cause	Lack of experience for licensed teachers, open teaching positions, lack of understanding of proper research based material that should be used, reading deficit of our students, and prevalent level of poverty in our community		
Which will help us meet this student outcome goal*	By utilizing Tier 1 instruction with data driven practices and instructional coach support, this will help our school reach a 25% passing rate on the 24/25 ILearn ELA assessment.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Gradual release	McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.	Administration, Instructional Coach, and Teacher	5/30/24
Data driven practice	Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.	Administration and Teacher	5/20/24
instructional coach	Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.	Administration, and Instructional Coach	5/20/24
utilizing Tier 1 instruction	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational	Administration, instructional coach	5/30/24

	Research Journal, 37(2), pp.479-507.		
Link additional information here (if necessary) ☐			

Strategy #1	Gradual Release Responsibility					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Lincoln Admin has been modeling during meetings how to use Gradual Release Responsibility (GRR) during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5/30/2024	In Progress ▾
Mini-lesson focus with GRR	Teachers were first provided a district instructional calendar to ensure that all state standards are being taught. Then teachers were given a new lesson plan template that supports the GRR model of instruction and asked to focus on the five pillars of reading and complete the gradual release of responsibility. Lincoln instructional coach will be used to assist in co-teaching as well modeling for GRR to ensure teachers are utilizing the strategy effectively.	Teachers	Lesson Plans	GRR template	5/30/2024	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	8/14/23	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Currently we are in the process of implementing these strategies. We have just begun monitoring the success of this strategy. During PLC days we meet with our teachers to discuss different ways they can utilize the GRR model once a week and each Wednesday during early release. We have provided lesson plans where they have designated areas to place their I do, We Do, They Do.				
How has student achievement been impacted? What is the evidence?		We are currently in the process of progress monitoring our new goal for this school year.				

How will implementation be adjusted and/or supported moving into next year?	Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.
Link additional information here (if necessary) ☐	

Strategy #2	Data driven practice					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
PLC meetings to discuss district formative assessments results	PLCs will be driven by common formative assessments and benchmark data to ensure students' needs are being met.	Administration	Small group placement form		5/30/24	In Progress ▾
Teachers will create small groups based on results	During PLCs teachers will analyze results and group students based on performance to provide remediation on standards not proficient in.	Administration	Small group placement form		5/30/24	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Currently we are in the process of implementing this strategy. We have just begun monitoring the success of this strategy. During PLC days we meet with our teachers to discuss different ways they can utilize their classroom data to help drive their instruction. Teachers have begun creating class learning objectives and targeted learning objectives based on multiple data points they have gained from the students to help understand where their students are academically to best drive their instruction. While administration will be monitoring the teachers data, the teachers will be monitoring the student data.				

How has student achievement been impacted? What is the evidence?	We are currently in the process of progress monitoring our new goal for this school year.
How will implementation be adjusted and/or supported moving into next year?	Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.
Link additional information here (if necessary) ☐	

Strategy #3	Utilizing Tier 1 instruction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Provide PLC over master schedule and reading block non-negotiables	The admin team will work with teachers to understand the importance of following the master schedule to ensure student receive an appropriate amount of time in ELA and Math	Admin	Evaluations		8/22/24	Completed ▾
Utilize evaluation tool to ensure Tier 1 is being completed with fidelity	The admin team will be utilizing district created evaluation tools to ensure Tier 1 instruction is happening with fidelity.	Admin	Evaluations		5/30/24	In Progress ▾
Ensure teachers are using the data to drive their instruction and	Teachers will meet weekly during PLCs and discuss their student data with administration and determine next steps to help students	Admin	District formative assessments		5/30/24	In Progress ▾

reteach what was not mastered	master missed standards on formative assessments.					
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have begun implementing these strategies this year as they were an adjustment from previous years to best meet the school needs as they are today. We have begun meeting and training teachers on Tier 1 expectations and what should be happening and used as curriculum during this time.					
How has student achievement been impacted? What is the evidence?	We are currently in the process of progress monitoring our new goal for this school year.					
How will implementation be adjusted and/or supported moving into next year?	Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.					
Link additional information here (if necessary) ☐						

GOAL	
Goal	By the end of the 2024-2025 school year, Lincoln's ILearn Math passing rate will increase by 10%, which will provide a total passing rate for grades 3-6 of 27% based on the 23-24 ILearn results which has a baseline of 17% passing rate.
Sub-group focus	African American
The strategies we are going to implement are	Gradual release (I do, You do, We Do), tutoring, Data driven practice by utilizing small group based on district formative assessments and Monday/ Saturday tutoring and Tuesday and Thursday enrichment, full time instructional coach, utilizing MTSS Tier 1 and Tier 2 instruction with fidelity
To address the root cause	Lack of experience for licensed teachers, open teaching positions, lack of understanding of proper research based material that should be used, reading deficit of our students, and prevalent level of poverty in our community

Which will help us meet this student outcome goal*	By utilizing Tier 1 instruction with data driven practices and instructional coach support, this will help our school reach a 27% passing rate on the 24/25 ILearn Math assessment.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Gradual release	McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.	Administration, Instructional Coach, and Teacher	5/30/25
Data driven practice	Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.	Administration and Teacher	5/30/25
instructional coach	Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.	Administration, and Instructional Coach	5/30/25
Utilizing Tier 1 instruction	Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.	Administration, instructional coach	5/30/25
Link additional information here (if necessary) ☐			

Strategy #1	Gradual release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Lincoln Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5/30/2025	In Progress ▾
Mini-lesson focus with GRR	Teachers were first provided a district instructional calendar to ensure that all state standards are being taught. Then teachers were given a new lesson plan template that supports the GRR model of instruction and completed the gradual release of responsibility. Lincoln instructional coach will be used to assist in co-teaching as well modeling for GRR to ensure teachers are utilizing the strategy effectively.	Teachers	Lesson Plans	GRR template	5/30/2025	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	8/14/25	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Currently we are in the process of implementing these strategies. We have just begun monitoring the success of this strategy. During PLC days we meet with our teachers to discuss different ways they can utilize the GRR model once a week and each Wednesday during early release. We have provided lesson plans where they have designated areas to place their I do, We Do, They Do.				
How has student achievement been impacted? What is the evidence?		We are currently in the process of progress monitoring our new goal for this school year.				
How will implementation be adjusted and/or supported moving into next year?		Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.				
Link additional information here (if necessary) □						

Strategy #2	Data driven practice					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
PLC meetings to discuss district formative assessments results	PLCs will be driven by common formative assessments and benchmark data to ensure students' needs are being met.	Administration	Small group placement form		5/30/25	In Progress ▾
Teachers will create small groups based on results	During PLCs teachers will analyze results and group students based on performance to provide remediation on standards not proficient in.	Administration	Small group placement form		5/30/25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Currently we are in the process of implementing this strategy. We have just begun monitoring the success of this strategy. During PLC days we meet with our teachers to discuss different ways they can utilize their classroom data to help drive their instruction. Teachers have begun creating class learning objectives and targeted learning objectives based on multiple data points they have gained from the students to help understand where their students are academically to best drive their instruction. While administration will be monitoring the teachers data, the teachers will be monitoring the student data.				
How has student achievement been impacted? What is the evidence?		We are currently in the process of progress monitoring our new goal for this school year.				
How will implementation be adjusted and/or supported moving into next year?		Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.				

Link additional information here
(if necessary) ☐

Strategy #3		Utilizing Tier 1 instruction				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Provide PLC over master schedule and reading block non-negotiables	The admin team will work with teachers to understand the importance of following the master schedule to ensure student receive an appropriate amount of time in ELA and Math	Admin	Evaluations		8/22/25	Completed ▾
Utilize evaluation tool to ensure Tier 1 is being completed with fidelity	The admin team will be utilizing district created evaluation tools to ensure Tier 1 instruction is happening with fidelity.	Admin	Evaluations		5/30/25	In Progress ▾
Ensure teachers are using the data to drive their instruction and reteach what was not mastered	Teachers will meet weekly during PLCs and discuss their student data with administration and determine next steps to help students master missed standards on formative assessments.	Admin	District formative assessments		5/30/25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We have begun implementing these strategies this year as they were an adjustment from previous years to best meet the school needs as they are today. We have begun meeting and training teachers on Tier 1 expectations and what should be happening and used as curriculum during this time.				

How has student achievement been impacted? What is the evidence?	We are currently in the process of progress monitoring our new goal for this school year.
How will implementation be adjusted and/or supported moving into next year?	Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.
Link additional information here (if necessary) ☐	

GOAL			
Goal	Lincoln will implement a MTSS framework for behavior and academic support for Tier 1, Tier 2 and Tier 3 instruction by decreasing student suspension by 10%.		
Sub-group focus	African American, Special education		
The strategies we are going to implement are	MTSS Interventionist for Tier 3 support, attendance incentives, attendance celebrations, scaffolding strategies, differentiation strategies, and specifically designed instruction		
To address the root cause	Lack of experience for licensed teachers, open teaching positions, lack of understanding of proper research based material that should be used, reading deficit of our students, and prevalent level of poverty in our community		
Which will help us meet this student outcome goal*	By utilizing Tier 3 interventions with fidelity by use of an MTSS Interventionist, this will help support our school to reach a decrease in student suspension by 10%.		
How Will We Get There?			
Evidence Based Strategies to Address	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline

Problems			
MTSS Interventionist for Tier 3 support		Admin, Special education	5/31/2025
Begin implementing Tier 3 supports for behavior trends and suspension reduction	Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.	Admin, teacher	5/31/2025
Monthly de escalation trainings for all staff		Admin,	5/31/2025
Link additional information here (if necessary) ☐			

Strategy #1	MTSS Interventionist for Tier 3 support					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Hire MTSS Coach	Administration and special education plan to interview and hire qualified personnel to help support teachers and students in instruction.	HR, Admin			5/30/2025	Not Started ▾
Provide training	Administration and special education plan to provide training on MTSS and identification process and intervention support for students and teachers.	Admin, Special Education		MTSS PD	5/30/2025	Not Started ▾
Create caseload with identified students and teachers	Administration and MTSS Coach will meet to review student and teacher data to identify those in need of support.	Admin, Coach		Tier 3 PD	5/30/2025	In Progress ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are currently in the process of progress monitoring our new goal for this school year. We currently are trying to provide Tier 3 support to lower our overall suspension rate by 10% for the year.
How has student achievement been impacted? What is the evidence?	We are currently in the process of progress monitoring our new goal for this school year.
How will implementation be adjusted and/or supported moving into next year?	Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.
Link additional information here (if necessary) ☐	

Strategy #2	Begin implementing Tier 3 supports for behavior trends and suspension reduction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Identify Tier 3 Behavior trends and suspensions through MTSS	The MTSS team will meet twice a month to analyze behavior and suspension data to identify our Tier 3 target students and create a plan of support.	Administration Team	Panorama And Skyward reports	A bi-monthly schedule followed with fidelity.	Beginning of the school year to 05/30/25	In Progress ▾

Purchase PBIS program to increase positive student-teacher and student-student interactions	The administration team plans to purchase a PBIS rewards program that will allow teachers to reward students electronically for positive interactions with peers and others. The administration will be able to run reports to monitor teacher utilization of point to students to help ensure consistency among teachers.	Administration Team	PBIS reports	Title One Funds	Beginning of the school year to 05/30/25	Not Started ▾
Enhancing the Culture and Climate	We are allowing students to have enrichment and remediation opportunities to help make improvements where before they might not have been allowed to due to behaviors.	Administration Team			Beginning of the school year to 05/30/25	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We are currently in the process of progress monitoring our new goal for this school year. We currently utilize a MTSS team and have begun improving our system for identifying students in need of behavior supports.				
How has student achievement been impacted? What is the evidence?		We are currently in the process of progress monitoring our new goal for this school year.				
How will implementation be adjusted and/or supported moving into next year?		Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.				
Link additional information here (if necessary) ☐						

Strategy #3	Attendance incentives and celebrations for students and staff
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy)	

identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Provide monthly training to staff for de-escalation techniques	MTSS team and leaders will plan and provide monthly trainings for de-escalation strategies and how to handle disruptive behavior	Admin	weekly attendance report	budget for rewards	Beginning of the school year to 05/30/25	In Progress ▾
Create monthly Celebrations	Students will receive monthly rewards and celebrate for having positive attendance for the month.	Admin, attendance committee	Monthly attendance report	budget for celebrations	Beginning of the School year to 05/30/25	In Progress ▾
						In Progress ▾
						In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We are currently in the process of progress monitoring our new goal for this school year. We have seen great excitement and engagement from the students for the weekly attendance incentives.				
How has student achievement been impacted? What is the evidence?		We are currently in the process of progress monitoring our new goal for this school year.				
How will implementation be adjusted and/or supported moving into next year?		Through progress monitoring we will use each individual teacher data to see if there is any proficiency or deficiency in their progress.				
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	NWEA	ILearn Checkpoint DFA	ILearn Checkpoint DFA	NWEA ILearn Checkpoint DFA
Results	18% are proficient in reading grades K-6 12% are proficient in math grades K-6			
On Track to Meet Goals?	Reading: Yes Math: No			
Strengths	Reading			
Areas for Growth	We need to increase our math proficiency by 9.7% to meet our goal			
Next Steps	Ensure students are receiving Tier 1 instruction with fidelity and Tier 2 supports during small group time to work on areas of need for students			
Link additional information here (if necessary) ☐				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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(s)	The Lincoln Elementary instructional staff will engage in weekly professional learning cycles driven by the instructional standards in order to ensure high quality Tier 1 instruction where staff will receive support from the instructional coach and interventionist to ensure Tier 2 small group time is driven by student data on district formative assessments.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG Funds
Plan for coaching and support during the learning process	An instructional coach has been assigned to each elementary school including Lincoln elementary. The coach supports and provides instructional PLC's once a week to all staff K-6 utilizing research bases Tier 1 and Tier 2 Instruction. A plan for systematically analyzing observation data will be established and used to inform future professional development opportunities and support.
Evidence of Impact	An electronic observation walkthrough that covers each Tier One block instruction as well as Tier Two Block instruction is developed and utilized to provide teachers with non-evaluative formative feedback. A process exists for systematically analyzing observation data and using it to inform decision making. Observation data indicates newly learned instructional practices are being implemented with fidelity.
How will effectiveness be sustained over time?	Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided. Teachers will learn to collaborate over instructional strategies being implemented by the administration team and the instructional coach to strengthen this collaboration. Teachers will be required to attend an accelerated educational licensure program to be completed by the second year of EP licensure at no cost to the teacher. The school district will pay for these costs. EP teachers who have completed the program will be given support to pass the State of Indiana Licensure test at no cost to the teacher. Teachers will continue to receive weekly PLCs to ensure Tier 1 instruction is being implemented using the best

	research strategies. Teachers will also engage in PLCs to analyze formative assessment results and ensure that Tier 2 small groups are formed using data.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	By the end of the 23-24 school year, Lincoln will have 50% of their emergency teachers complete their teacher training programs and 3% pass their state required licensing test.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG Funds
Plan for coaching and support during the learning process	The district offers new teachers training through our New Teacher Orientation and Emergency Permit teachers are encouraged to attend to gain more knowledge and experience with teaching. The district is also offering small group study sessions for those Emergency Permit teachers who have completed a training program and are waiting to pass the state licensing test to become a fully licensed teacher.
Evidence of Impact	Students who have experienced instruction from a fully licensed teacher have performed better on state assessments and showed more growth compared to those taught by Emergency Permit teachers with no educational background.
How will effectiveness be sustained over time?	Teachers will continue to have professional development to improve their teaching skills and receive continued support to prepare them for their state licensing test.
Link additional information here (if necessary) □	

Professional Development Goal(s)	By the end of 2024-2025 school year, Lincoln will develop and progressively implement a teaching training cadre where Emergency Permit teachers earn licensure one year after receiving their second permit in the School City of East Chicago.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG Funds
Plan for coaching and support during the learning process	This is the first time the School District opted to provide and make available instructional coaches to all elementary buildings on a full time basis. Coaches are in the classrooms on a daily basis providing support and co-teaching in each classroom. Coaches also provide peer professional learning development training one day out of the week.
Evidence of Impact	Improved teacher evaluation and improved student performance on state testing.
How will effectiveness be sustained over time?	Teachers moving from emergency permits to being fully licensed and providing quality instruction to struggling learners. Keeping instructional coaches in the buildings for teacher effectiveness by seeking funding if necessary.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) ☐	