

# 2024-2027 Lincoln Elementary Quality Improvement Plan (QIP)

## *Abbreviated for School Site Council Review*

### Lincoln 2024-2027 Goals

- 1) We will ensure that 100% of students receive high-quality, Tier I instruction that incorporates diverse entry points, robust accommodations, and differentiated learning opportunities, enabling all students to actively access, engage with, and demonstrate success within the general education classroom environment.**

- a) Performance Objectives:**

- Year 1: Assess current practices and create common definitions and understandings of culturally sustaining practices.

- Year 2: Implement language-rich learning environments, materials, and employ high quality Tier I curriculum to increase student engagement and proficiency.

- Year 3: Refine current and incorporate additional evidence-based practices to improve the high quality Tier I curriculum for all students.

- 2) We will use available collaboration time (common planning, early release, vertical teams) to develop instructional tools/scaffolds (anchor charts, resource materials, exemplar work) that will be co-constructed with students to maximize access to knowledge.**

- a) Performance Objectives**

- Year 1: School Admin develops and implements systems and structures for shared leadership.

- Year 2: Literacy specialist, math resource teacher, and science lead teacher, in collaboration with school admin, implement systems and structures for shared leadership.

- Year 3: Classroom teachers, in collaboration with literacy specialist/math resource teacher/science lead teacher, implement systems and structures for shared leadership.

- 3) To ensure all students achieve proficiency, we will apply deeper learning principles to comprehensively develop foundational skills across reading, writing, speaking, and listening.**

- a) Performance Objectives**

- Year 1: Assess current practices and create common definitions and understandings of culturally sustaining practices.

- Year 2: Implement language-rich learning environments, materials, and

employ culturally sustaining practices to increase student engagement and improve student proficiency across the language practices.

Year 3: Refine current and incorporate additional evidence-based practices to improve the language use and practices.

- 4) We are committed to providing high-quality, grade-level Tier I instruction, implemented with integrity to our programs and made accessible for all learners through strategically embedded scaffolds. Concurrently, we will refine and deliver targeted, data-driven Tier 2 interventions and Tier 3 specialized instruction in reading, writing, math, and English Language Development, to close foundational skill gaps and eliminate academic and opportunity disparities for every student.**

**a) Performance Objectives:**

Year 1: Develop and implement new expectations for multi-tiered systems of support. Analyze data and plan for improvement.

Year 2: Implement a new High Quality ELA Curriculum and teach all High Quality Instructional Materials to the integrity of the program.

Year 3: Review and revise MTSS to support scaffolds that allow all students to access High Quality Instructional Materials, while providing additional supports to close gaps in foundational knowledge and skills.

- 5) We will cultivate a consistently positive and transparent school culture and climate by enhancing communication and collaboration with staff and families regarding clear behavioral expectations, and by implementing a unified system of consistent consequences and tiered responses for student behavior. This will foster a predictable and supportive environment where all members feel safe, respected, and valued.**

**a) Performance Objectives:**

Year 1: Begin to identify areas of need where consistency and further development is needed in systems in the area of behavior and social emotional learning.

Year 2: Establish and clearly communicate school-wide behavioral expectations and a preliminary framework for consistent consequences and tiered responses to all staff, students, and families. This will include developing a common language for behavior and distributing accessible resources outlining expectations and consequences

Year 3: Demonstrate consistent implementation of the unified system of behavioral expectations, consequences, and tiered responses across all settings.

