

Comprehensive Progress Report

Mission: We, in the Lincoln learning community, are dedicated to providing an emotionally and physically safe, positive, and nurturing environment for all in our quest for academic, social, and personal excellence as we strive to become contributing members of society.

Vision: The Academy at Lincoln is committed to providing a quality in which all students can achieve academic and social success through the arts and global studies.

Goals:

- By June 2025 The Academy at Lincoln will increase reading, math, and science proficiency by at least 3 percentage points. 4-8 Reading EOG from 65.5% to 68.5% 4-8 Math EOG from 60.1% to 63.1% 5 & 8 Science from 73.2% to 76.2%
- By June 2025, we will reduce the percentage of students who are chronically absent by 5 percentage points, from 14.6% to 9.6%.
- By June 2024 we will decrease the number of lost instructional days by 10%, from 251 days to 226 days.



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	The ILT (Instructional Leadership Team) began meeting once per week during the 2018/19 school year, and these meetings continued through 2019/20 and 2020/21. Pre-COVID, these meetings mainly consisted of the following: • teacher lesson plan turn-ins and quality of plans • teacher walkthroughs and observations • teacher communication with parents and community • ELA/ARC updates • Math/Open Up updates • AIG/VS program updates • School-wide assessment data analysis • Solutions-based discussions and action plans for Tier 3 teachers • Preparation for MTSS implementation After COVID completely changed how instruction happens, we had to decide upon new norms and expectations for virtual learning, virtual walkthroughs, added support for Tier 3 teachers, new teacher recruitment, and response to teacher turnover. Discussions have been dominated by constant changes and updates at the district level, and have distracted from the true purpose of ILT meetings. Therefore, we will take steps to re-calibrate these meetings and ensure they are purposeful and instruction-focused.	Limited Development 12/15/2020		
How it will look when fully met:	<u>The ILT team meets weekly to discuss the following:</u> • teacher lesson plan turn-ins and quality of plans • teacher walkthroughs and observations • teacher communication with parents and community • ELA/ARC updates • Math/Open Up updates • AIG/VS program updates • School-wide assessment data analysis • Solutions-based discussions and action plans for Tier 3 teachers • Preparation for MTSS implementation • Teacher retention and recruitment updates		Chaundra Norman Rogers	06/09/2026
Actions		4 of 5 (80%)		
10/29/21	Review current ILT plan	Complete 06/09/2023	Chaundra Norman Rogers	06/09/2023
<i>Notes:</i>				

		6/7/23	Conduct classroom walkthroughs to collect data on strengths and areas of need.	Complete 06/09/2023	Chaundra Norman Rogers	06/09/2023
		<i>Notes:</i>				
		6/7/23	Identify an instructional focus for the school that will connect PD and walkthroughs for overall improvement.	Complete 06/07/2024	Chaundra Norman Rogers	07/07/2024
		<i>Notes:</i>				
		10/25/24	Instructional Leadership Team will identify high leverage instructional strategies to implement and monitor within each department.	Complete 06/10/2025	T-awannda Piper	06/10/2025
		<i>Notes:</i>				
		9/30/24	Create Learning Walk structure using ILT members to strengthen instructional practices schoolwide.		T-awannda Piper	06/10/2026
		<i>Notes:</i>				
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The School-Based Leadership team meets on the first Tuesday of every month and consists of administrators, teacher leaders, and community members. ARC and Open Up/MVP/Eureka updates are given at every monthly meeting. Instructional data is reviewed during SBLT meetings. All administrators and teachers (except for BT1's) are on Teacher Working Conditions Survey committees to explore, plan, and execute school improvement objectives based on TWC survey ratings.	Limited Development 10/23/2020		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	The Academy at Lincoln will meet for the following purposes at the following times: SBLT - School Based Leadership meets on the first Tuesday of every month to discuss ARC and Math updates, school academic performance data, discipline data, student incentives and new policies and procedures. TWC committee - Meets last Tuesday of every month, addresses TWC data, concerns and plans action steps for school improvement. PLC's - Teachers meet with the curriculum facilitator to analyze student data and create corrective instruction plans to make necessary changes to instruction and ensure rigor, quality and appropriateness of instruction. Department Meetings - Teachers are updated about curriculum scope and sequence, collaboratively review data and discuss action steps to further student learning and appropriate interventions. ILT Meetings - Make plans on how MTSS will be implemented at the school level, comprehensively analyzing how academic programs are run, discussing data and teacher observations and making plans and adjustments to departments and programs as needed.		Chaundra Norman Rogers	06/12/2026
Actions		8 of 9 (89%)		
10/23/20	Administrators, teachers, and parents meet through Zoom for virtual school-based leadership meetings.	Complete 05/07/2021	Rachel Scott	11/09/2020
	<i>Notes:</i> We have not been able to have a parent join our SBLT since the school year started due to Microsoft Teams restrictions, but will use Zoom to include parents.			

11/12/20	ILT Meetings - Make plans on how MTSS will be implemented at the school level, comprehensively analyzing how academic programs are run, discussing data and teacher observations and making plans and adjustments to departments and programs as needed.	Complete 05/07/2021	Blithen Blomquist	11/12/2020
<i>Notes:</i> ILT Meetings - Make plans on how MTSS will be implemented at the school level, comprehensively analyzing how academic programs are run, discussing data and teacher observations and making plans and adjustments to departments and programs as needed.				
11/12/20	ARC (ELA) and Open Up/MVP/Eureka updates (Math) are given at every monthly meeting.	Complete 05/07/2021	Erica Pence	11/13/2020
<i>Notes:</i> Curriculum updates are shared monthly by Mrs. Pence (media specialist) and Ms. Scott (CF) in order for all stakeholders to be aware of instructional developments and progression.				
11/13/20	Title I updates are shared at every SBLT meeting to encourage transparency of expenditures and how they relate to our SIP goals.	Complete 05/07/2021	Anita Stewart	12/01/2020
<i>Notes:</i>				
11/12/20	Teacher Working Conditions Survey Committees will meet on the last Tuesday of every month from August-December 2020 to address areas of concern as evident from the 2020 TWC survey.	Complete 05/07/2021	Kathryn Norwood	12/15/2020
<i>Notes:</i>				
11/12/20	PBIS and behavioral updates are shared monthly to determine if we are meeting our SIP goals for reducing in-school and out-of-school suspensions.	Complete 05/07/2021	Blithen Blomquist	03/02/2021
<i>Notes:</i>				
10/24/22	Create a plan for implementation of regular leadership teams and meetings.	Complete 06/07/2023	Chaundra Norman Rogers	12/16/2022
<i>Notes:</i>				
10/25/24	The leadership team will develop sub-committees aligned with the school improvement goals that will meet monthly and be led by leadership team members.	Complete 06/10/2025	Scharlie Shupe	06/10/2025
<i>Notes:</i>				
6/18/25	Develop an MTSS team and protocols		Scharlie Shupe	06/12/2026
<i>Notes:</i>				
Implementation:		09/30/2024		
Evidence	5/7/2021 See the Indicators folder in IndiStar.			

<i>Experience</i>			5/7/2021 We ensured that meetings took place regularly as described and that important action items were addressed.			
<i>Sustainability</i>			5/7/2021 We still need to ensure that parent representatives are present when relevant.			
!	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Structures have been created.	Limited Development 10/23/2020		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>			Each teacher will be assigned to a specific team and will have specific duties for which they are responsible.		Tanya Hiller	08/15/2025
<i>Actions</i>				1 of 2 (50%)		
10/29/21			Review current plan.	Complete 06/03/2024	Tanya Hiller	06/03/2024
<i>Notes:</i>						
10/25/24			Team will reassess indicator Fall of 2025		Scharlie Shupe	08/15/2025
<i>Notes:</i>						
<i>Implementation:</i>				09/30/2024		
<i>Evidence</i>			9/30/2024			
<i>Experience</i>			9/30/2024			
<i>Sustainability</i>			9/30/2024			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are observed and are given feedback regularly by ILT.	Limited Development 10/23/2020		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>			Teachers are observed regularly and given actionable feedback and coaching, where appropriate, by Instructional leaders and administrators.		Chaundra Norman Rogers	06/11/2027
Actions				1 of 2 (50%)		
	10/29/21	Create a walkthrough tool		Complete 12/21/2023	Tanya Hiller	12/21/2023
<i>Notes:</i>						
	10/25/24	Admin will utilize a walkthrough document to collect data and provide feedback to teachers			Chaundra Norman Rogers	06/12/2026
<i>Notes:</i>						
Implementation:				02/20/2024		
<i>Evidence</i>			2/20/2024			
<i>Experience</i>			2/20/2024 walk through tool has been completed			
<i>Sustainability</i>			2/20/2024 continue to use walk through tool			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Academy at Lincoln will be intentional about the utilization of resources to strengthen teacher capacity and student outcomes.	Limited Development 10/31/2023		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			A formal plan will be developed for resource allocation where resources are allocated based on school, student, and staff need. Annually resource allocations will be reviewed by members of SBLT and adjustments made a deemed necessary. All human, money, and time resources will be aligned with the school needs and the school improvement plan.		Chaundra Norman Rogers	06/12/2026
Actions				3 of 4 (75%)		
	10/25/24	Within the 204-2025 school year, The Academy at Lincoln will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.		Complete 06/10/2025	Chaundra Norman Rogers	06/10/2025
Notes:						
	10/25/24	A block of time will be allocated for student intervention, social emotional learning, and positive relationship building during the school day.		Complete 06/10/2025	Tanya Hiller	06/10/2025
Notes:						
	10/31/23	Within the 2023-24 school year, our school identified the following resource inequity - teacher capacity. As a result, our school plans to mitigate this inequity by providing targeted professional development to all EC teachers and Regular Education teachers who work with identified students.		Complete 06/10/2024	Chaundra Norman Rogers	06/15/2025
Notes:						
	6/18/25	Staff will be trained on how to implement strategies to support diverse student needs through a structured framework that includes academic, behavioral, and social-emotional interventions.			Scharlie Shupe	06/12/2026
Notes:						
Implementation:				09/30/2024		

Evidence	9/30/2024			
Experience	9/30/2024			
Sustainability	9/30/2024			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Systems are in place to recruit, hire, and maintain staff.	Limited Development 10/23/2020		
How it will look when fully met:			There is a consistent process for hiring, supporting, recruiting, and rewarding teachers. Surveys are conducted yearly to gather feedback on efforts.		Tanya Hiller	06/11/2027
Actions				1 of 2 (50%)		
10/29/21		Conduct a staff survey.		Complete 06/10/2025	Tanya Hiller	06/09/2025
Notes:						
6/18/25		Implement events to support new hires such as on-boarding, and new teacher support.			Brandi Wall	06/11/2026
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Assessments are being given at the school, district, and state levels. Classroom walkthroughs also occur.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>			Procedures will be in place to review data and make decisions about school improvement.		Chaundra Norman Rogers	06/12/2026
Actions				2 of 3 (67%)		
	10/24/22		Provide training for teachers to understand the curriculum and standards to better be able to make instructional decisions.	Complete 06/09/2023	Chaundra Norman Rogers	06/09/2023
			<i>Notes:</i> Title I funds will be used to purchase professional development days NTN Open Up math coaching as well as other coaching or professional development sessions for other content areas.			
	10/24/22		Develop a walkthrough form with data collection.	Complete 06/19/2024	Chaundra Norman Rogers	06/19/2024
			<i>Notes:</i>			
	10/24/22		Implement a data cycle in every department as a part of the regular department PLC meetings.		Chaundra Norman Rogers	06/12/2026
			<i>Notes:</i>			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers regularly analyze data to address student deficiencies in learning.	Limited Development 10/23/2020		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Examine the following data-points on a <u>yearly</u> basis to identify learning deficiencies in Math and Reading: • Historic EOG scores and projections • Number Worlds Placement Test • IRLA Reading Placement Test • NWEA Map Test Examine the following data-points on a <u>cyclical basis during the year</u> to identify learning deficiencies in Math and Reading: • pre-assessments prior to each math unit • post-assessments after each math unit • GCS interim assessments • Common Formative Assessments (CFA's) • classroom formative assessments • FastBridge assessments every 9 weeks		Sarah Heeden	06/12/2026
Actions				5 of 6 (83%)		
	1/3/21	During PLCs, teachers analyze interim assessment data to determine what standards may need to be re-taught, and which students need remediation or intensive intervention.		Complete 05/07/2021	Emily Mmaitisi	01/19/2021
	Notes:					
	1/3/21	During PLCs, examine attendance, discipline, and SEL data of students who are in remediation or intervention MTSS designations.		Complete 05/07/2021	Lakisha Dockery	01/20/2021
	Notes:					

	1/3/21	Data spreadsheet created for every student containing the following: -Historic data for math and reading -EOG projection for 2021 -IRLA reading level -NumberWorlds level -Interim Assessment data -FastBridge data	Complete 05/07/2021	Rachel Scott	01/20/2021
	<i>Notes:</i>				
	1/3/21	During PLCs, teachers analyze historic and pre-assessment data during the first two weeks of the school year, and plan instruction accordingly. Teachers use data to designate MTSS tiers to students: Enrichment, Maintenance, Remediation, or Intervention.	Complete 05/07/2021	Imani Faaruwq	09/10/2021
	<i>Notes:</i>				
	10/24/22	Development a remediation/acceleration/intervention plan to be implemented whole school.	Complete 06/10/2025	T-awannda Piper	06/10/2025
	<i>Notes:</i> This initiative will be called HIVE Time and will incorporate SEL as well.				
	10/24/22	Implement training for teachers around MTSS implementation.		Sarah Heeden	06/12/2026
	<i>Notes:</i>				
Implementation:			05/07/2021		
	Evidence	5/7/2021 Evidence will be provided in the Indicator section of the IndiStar folder.			
	Experience	5/7/2021 We successfully analyzed student data and created action steps to close gaps.			
	Sustainability	5/7/2021 We need to continuously practice the Data Driven Instruction Cycle and ensure understanding of all data being analyzed.			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)		
			Implementation Status	Assigned To	Target Date

Initial Assessment:	(2021-22) This is a continuance of our A4.01 goals from the previous school year, now with staggered 35-minute MTSS Enrichment blocks employed throughout the school day. Our intervention/remediation protocols are in place but the cycles of data analysis, action steps and adjustment are not occurring like they should. We are also hoping to employ more tutors in the building, we have only had one tutor that comes on Mondays and Thursdays. Following Fall 2021 IPS training, we would like to implement GCS MTSS Progress Monitoring protocols with fidelity, and actively address Tier 3 and Tier 2 needs. We are also laying the foundation for a solid Enrichment and SEL program that should continue to develop and become part of the learning environment's cultural landscape for years to come. (2020-21) To address the district-wide implementation of MTSS tiered instruction and intervention at Lincoln, we are focusing on goal A4.01. Students will take a universal monitoring screener for reading and math to group them into MTSS intervention groups. In lieu of our original plan of creating a 30-minute MTSS block that focuses on reading two days a week, math two days a week, and one day of SEL, we will integrate MTSS intervention, maintenance, and enrichment into our Core instruction by utilizing Numberworlds, MTSS ELA intervention tools, and locally-created SEL lessons. (Old - 2017) Professional Development on instructional strategies, tiered lessons, and differentiation has been made available to teachers at The Academy at Lincoln. We use websites for progress monitoring to addresses the needs of individual students. Tiered and choice activities are utilized as differentiating activities and tasks for students at The Academy at Lincoln. The ARTS department provides a variety of activities after school. The Academy at Lincoln will be using two different curriculum resources (American Reading Company and William and Mary) in the English Language Arts classrooms to provide differentiated instruction to meet the levels of all students.	Limited Development 08/16/2016		
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	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Professional Development on instructional strategies, tiered lessons, and differentiation has been made available to teachers at The Academy at Lincoln. We use websites for progress monitoring to addresses the needs of individual students. Tiered and choice activities are utilized as differentiating activities and tasks for students at The Academy at Lincoln. The ARTS department provides a variety of activities after school. The Academy at Lincoln will be using two different curriculum resources (American Reading Company and William and Mary) in the English Language Arts classrooms to provide differentiated instruction to meet the levels of all students.			Sarah Heeden	06/12/2026
Actions			17 of 18 (94%)		
9/1/20	Implement MTSS School-Wide training		Complete 06/20/2020	Rachel Scott	06/10/2020
Notes:	Completed 2019-2020				
9/1/20	Change the master schedule to ensure that we have 30 minutes of MTSS instructional time every day.		Complete 09/01/2020	Erica Pence	09/01/2020
Notes:	Pence created master schedule allowing for MTSS intervention.				
9/1/20	Implement training for Math and ELA intervention programs in Fall 2020.		Complete 10/16/2020	Rachel Scott	09/28/2020
Notes:					
12/1/20	Utilize Study Island to provide reinforced practice for Maintenance and Remediation intervention groups.		Complete 02/02/2021	Rachel Scott	12/15/2020
Notes:	Students will have goals on how often they work on Study Island.				
9/1/20	Pre-assess all students and group students into MTSS groups and re-evaluate students every quarter, and make adjustments as needed.		Complete 04/12/2021	Lakeisha Dockery	09/11/2021
Notes:	Will occur quarterly.				
11/1/21	Time will be set aside in the daily schedule for teacher to provide tiered support for students.		Complete 06/06/2022	Rachel Scott	12/17/2021
Notes:					
1/5/22	Math teachers engage in a 10-hour book club study of "Culturally Responsive Teaching and the Brain" and apply what they've learned to their core Open Up math instruction.		Complete 04/29/2022	Rachel Scott	03/01/2022
Notes:	Math instructors may later facilitate the study of this book for future faculty book club studies.				
11/1/21	Core teachers will work together during PLCs to develop appropriate tiered supports for students		Complete 06/10/2022	Rachel Scott	06/10/2022

<i>Notes:</i>				
9/1/20	All elementary teachers establish methods to implement tiered instruction within their core instruction.	Complete 06/10/2022	Kathryn Norwood	06/10/2022
<i>Notes:</i> Quarterly				
9/1/20	All teachers establish methods to implement tiered intervention within their core instruction.	Complete 06/10/2022	Rachel Scott	06/10/2022
<i>Notes:</i> Quarterly All printing needs to support instruction will come from Title I.				
9/1/20	Teachers and admin will implement progress-monitoring practices taught through GCS MTSS training.	Complete 06/06/2022	Kathryn Norwood	06/10/2022
<i>Notes:</i> Cyclical as recommended by GCS.				
9/1/20	All teachers establish methods to implement tiered intervention within encore instruction.	Complete 06/10/2022	Rachel Scott	12/21/2022
<i>Notes:</i> Quarterly.				
4/9/21	Differentiation PD will be provided for science, ELA, and social studies core teachers (also optional for Encore teachers). Math teachers will attend the Open Up HIVE conference and VS teachers will attend four days of vertical planning with Dr. Jordan.	Complete 06/06/2022	Rachel Scott	12/28/2022
<i>Notes:</i>				
10/24/22	Implement MTSS Schoolwide training to include refresher and beginner sessions to differentiate based on staff needs.	Complete 06/09/2023	Sarah Heeden	06/09/2023
<i>Notes:</i> This action is a part of our plan for exiting TSI.				
10/24/22	Implement a culturally responsive teaching training for teachers to increase capacity and knowledge around cultural responsiveness and making instructional choices that impact students of color.	Complete 04/01/2024	Chaundra Norman Rogers	06/09/2024
<i>Notes:</i> This action is a part of our plan for exiting TSI.				
9/30/24	Within the 2024-2025 school year, The Academy at Lincoln will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.	Complete 06/10/2025	T-awannda Piper	06/09/2025
<i>Notes:</i> This goal is as a result of being identified as a TSI school in 2024-2025 due to low SWD performance over multiple years.				

10/25/24	Within the 2024-2025 school year, The Academy at Lincoln will implement the following evidence-based intervention to increase performance for students with disabilities: Case managers and students will identify and prioritize long and short-term learning goals that will be systemically monitored.	Complete 06/10/2025	Crystal Satterfield	06/10/2025
<i>Notes:</i>				
6/18/25	Provide training for all staff on MTSS protocols and procedures		Scharlie Shupe	06/12/2026
<i>Notes:</i>				
Implementation:		09/30/2024		
Evidence	6/6/2022 evidence can be provided in the Indistar folder.			
Experience	6/6/2022 The action steps that we established here in Indistar were accomplished; however, we are far from implementing MTSS with fidelity as a school. Many teachers need to be trained individually on appropriate intervention steps for students who need it, and how to document it. We did not have the time and human resources to fully implement MTSS this school year.			
Sustainability	6/6/2022 See #1			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are currently investigating through TWC committees how to positively teach and reinforce PBIS expectations.	No Development 10/23/2020		
How it will look when fully met:			All classroom teachers will establish and post classroom rules and procedures, as well as school rules and procedures. Teachers will also teach and reinforce these expectations through out the school-year. Teachers will also teach and reinforce school-wide behavior expectations. There will be rewards and consequences for behaviors that are consistently enforced. PBIS team will define Core behavior practices with the primary focus around the adult routines that contribute to strong classroom management and promote positive student behavior. Core behavior practices will exist schoolwide and across all grade levels and will include essential components of instruction, curriculum, and environment. Structured instruction of behavioral expectations should be provided to all students. Classroom routines and classroom management strategies are embedded into instruction. School climate and environments will support student well-being. Behavior expectations are taught and not assumed that students come to class with these skills already present. Routines and procedures should emphasize proactive, instructive, and/or restorative approaches to student behavior.		Brandi Wall	06/09/2026
Actions				4 of 6 (67%)		
	10/29/21	Review current PBIS plan and identify areas of strength, weakness, and any gaps that may exist.		Complete 12/08/2022	Imari Camargo	12/16/2022
Notes:						
	10/24/22	Implement programs that will increase students' leadership and positive development in school.		Complete 06/09/2023	Chaundra Norman Rogers	06/09/2023
Notes: A Youth Development Coordinator will be employed using Title I funds to support the development to these programs.						
	11/1/21	Create a reward system for students who are demonstrating the core behaviors appropriately.		Complete 06/09/2023	Blithen Blomquist	06/16/2023

Notes:					
11/1/21	Investigate a parent communication system, such as Class Dojo, for use to communicate student behaviors with parents regularly.		Complete 06/09/2023	Blithen Blomquist	06/16/2023
Notes: Title I funds will be used to purchase the software license.					
10/29/21	Develop a plan for new teachers and teachers new to the school to learn and understand the school's PBIS plan and expectations.			Brandi Wall	06/12/2026
Notes:					
10/29/21	Provide tiered professional development and support for classroom management.			Brandi Wall	06/12/2026
Notes:					
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To Target Date
Initial Assessment:		The Academy at Lincoln currently uses high quality curriculum resources adopted and provided by the district for ELA and Math in all grade levels. All other content areas follow pacing guides developed by district content departments.		Limited Development 10/25/2024	
How it will look when fully met:		All teachers will implement standards aligned lessons with grade-level tasks across all departments in all classrooms.		T-awannda Piper	06/10/2026
Actions			3 of 4 (75%)		
10/25/24	Provide professional development on unpacking standards		Complete 06/10/2025	T-awannda Piper	06/10/2025
Notes:					
10/25/24	Provide professional development on aligning tasks through tiered system		Complete 06/10/2025	T-awannda Piper	06/10/2025
Notes:					
10/25/24	Implement school-wide instructional expectations		Complete 06/10/2025	T-awannda Piper	06/10/2025
Notes:					
6/18/25	Create a plan to provide differentiated support to teachers on unpacking standards and task alignment.			Chaundra Norman Rogers	06/12/2026
Notes:					

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Students are promoted from grade level to grade level.	Limited Development 10/23/2020		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			A plan to support student transition from grade to grade will be created. Communication between our school and our feeder schools will be greater. Students and parents will be clear on what is necessary/required to move to the next grade level. Scaffolds and supports will be in place to help students through the transition.		Sarah Heeden	06/12/2026
Actions				1 of 2 (50%)		
10/29/21		Review current transition plan.		Complete 08/01/2024	Lakisha Dockery	06/09/2025
Notes:						
10/25/24		Team will reassess indicator Fall of 2025			Scharlie Shupe	08/15/2025
Notes:						
Implementation:				09/30/2024		
Evidence			9/30/2024			
Experience			9/30/2024			
Sustainability			9/30/2024			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Emotions, both positive and negative, are important in children’s lives. How well they express their emotions and understand the emotions of others is a critical aspect of early development, learning, and relationship building (Kostelnik, Gregory, Soderman, & Whiren, 2012) Counselors currently meet with teachers individually, grade level and as a whole staff to address key factors that impact student's social, emotional and academic growth. Individual teachers have attended CHAMPS. Our school is a PBIS school and the PBIS team addresses school-wide expectations.We have school mentoring program that links high-risk students with faculty.School-wide professional development on diversity.	Limited Development 07/28/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			How well students express their emotions and understand the emotions of others is a critical aspect of development, learning, and relationship building. Teachers understand and can address key factors that impact student's emotional, social, and academic growth.		Scharlie Shupe	06/12/2026
Actions				13 of 14 (93%)		
	10/31/16	Teachers will attend and participate in Equality training presented by Guilford County Schools Diversity Office. Upon completion of this Professional Development, teachers will have reflected on practices, environment, and lesson plans to ensure equability and cultural sensitivity.		Complete 11/01/2017	counselors	11/01/2017
Notes: All teachers participated in a district wide equity training of two after school sessions with follow up and instructional resources provided.						
	10/31/16	Counseling department will revisit the mentoring program currently in use and report to the Leadership team the findings.		Complete 05/26/2018	Sonya Sloan	05/26/2018
Notes: Peer Mentoring Student Group						
	9/29/16	Teachers will implement strategies in their lessons that are real life examples and culturally sensitive.		Complete 05/26/2018	grade level administrators	05/26/2018
Notes: In the lesson plans, clear process for teachers and/or students to help address the needs like a referral process or plan, this is part of the teacher evaluation						

9/7/17	Create time, structures and processes for adults to build strong relationships with students	Complete 06/01/2018	Kim James	06/01/2018
<i>Notes:</i>				
10/31/16	The Academy at Lincoln will participate in The Kindness Challenge.	Complete 10/27/2017	Sonya Sloan	06/08/2018
<i>Notes:</i>				
9/7/17	Provide space for adults to talk about the social and emotional needs of students	Complete 06/14/2019	Suzanne Ladka	06/01/2019
<i>Notes:</i>				
9/29/16	All teachers will attend and participate in Professional Development that addresses the emotional needs of students.	Complete 06/14/2019	Anita Stewart	06/02/2019
<i>Notes:</i>				
10/6/20	Create virtual SEL lessons for remote learning for the first quarter of the school year to support building relationships with students and reinforcing elements of the Hornet Pledge	Complete 10/19/2020	Rachel Scott	10/16/2020
<i>Notes:</i> **quarterly				
10/6/20	Once all teachers have attended Equity training, an Equity Committee will be formed with one representative from each Team, and will plan together with the GCS Office of Equity for a localized Equity workshop during a teacher workday in the Spring.	Complete 05/07/2021	Kathryn Norwood	03/02/2021
<i>Notes:</i>				
10/6/20	Teachers will facilitate weekly SEL lessons that focus on building relationships with students and develop students' social and emotional potential. SEL lesson themes will focus on the Hornet Pledge and CASEL.org's 5 Core Competencies.	Complete 05/07/2021	Imani Faaruwq	06/04/2021
<i>Notes:</i>				
10/6/20	Encore teachers will contribute to weekly Cross-Curricular Connections documents that allow students to make connections between each weekly theme and encore subject areas, including music, art, and dance.	Complete 05/07/2021	Jonathan Parnell	06/04/2021
<i>Notes:</i>				
10/24/22	Assess the strategies and initiatives in place to determine effectiveness or continuance.	Complete 12/16/2023	Leatrechia Kinsey	06/07/2024
<i>Notes:</i>				
9/30/24	Implement an intervention block that focuses on SEL and Academic goals for students	Complete 06/10/2025	Scharlie Shupe	06/09/2025
<i>Notes:</i>				

6/18/25	Assess the success of the SEL implementation and determine improvement opportunities.		Sarah Heeden	06/12/2026
<i>Notes:</i>				
Implementation:		02/20/2024		
Evidence	5/7/2021 See evidence under Indicators in IndiStar Folder.			
Experience	5/7/2021 We successfully taught SEL lessons once per week.			
Sustainability	5/7/2021 We will refine the curriculum and seek to improve the way we teach SEL.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently we are utilizing the district's mass communication system - Blackboard Connect - to communicate on a regular basis with parents and families.	Limited Development 10/24/2022		
How it will look when fully met:			Systems are in place to facilitate regular communication with parents and families in a way to reaches 95% or more.		Christen Blanton	06/12/2026
Actions				2 of 3 (67%)		
10/24/22		Create a system to send home weekly communication to parents using a variety of communication mediums, including phone calls, emails, newsletters, website, social media, and more.		Complete 12/16/2022	Mia Ward	12/16/2022
Notes:						
10/25/24		Develop recurring events for parents to engage with their children and the school		Complete 06/10/2025	Christen Blanton	06/10/2025
Notes:						

10/24/22	Create a professional development series for parents to help increase their knowledge around school-related topics.		Tanya Hiller	06/12/2026
<i>Notes:</i>				