



School Improvement Plan Template

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*This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

Section 1: Building Data

School: LINCOLN ELEMENTARY SCHOOL	Plan Date: October 1, 2025
Principal: Lana Swingholm	District Approval Date (for TSI, WAEA, CSI):
District: GOSHEN COUNTY SCHOOL DISTRICT #1	Current Identification (<i>list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i>): TSI
District Representative: Kevin Derby	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
LEARNING SUPPORT	F4: Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Developing

CULTURE AND CLIMATE	B2: School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.	Developing

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain: Priority Practice #1:

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	After completing the Wyoming School Improvement Plan High-Impact Domains and Indicators Continuum survey and reviewing the areas of need, the focus on F4: Providing enrichment or extended learning opportunities for students who have already met proficiency is an area of commitment that Lincoln Elementary can pursue to ensure growth for all learners, not just students below grade-level benchmark. Although WAEA indicators have emphasized a need in grade-level academic achievement and growth, solid practices are in place to address the needs of students below benchmark. Working on this area of need will directly support student progress who already meet grade-level expectations. Our goal will address the following: • Increase growth scores for students already at or above proficiency. • Promote deeper engagement, which correlates with improved attendance (school goal) and reduced behavioral referrals. Choosing to focus on this area of need will support equity by ensuring all students are learning at high levels. Enrichment opportunities can be embedded in Tier 1 instruction. Students are expected to grow, regardless of their academic starting point.
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Improvement Strategy • Explain the research-based strategy (or strategies) the school will implement to address this area of need. • Explain how the strategies, in relation to the research, address the needs of your school's students. • Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	Professional Development with District Gifted Coordinator 1. Frequency & Format: Minimum of three (3) 30-minute PD sessions for Lincoln Certified Teachers. Objectives: ✓ Differentiate between <i>Gifted</i> and <i>High Achieving</i> students. ✓ Introduce research-based strategies to deepen learning for students proficient in grade-level content. ✓ Collaboratively design a project-based activity for students exceeding grade-level expectations. ✓ Individual/Team Support for Student Planning 2. The District Gifted Coordinator will provide consultation services to teachers (individually or in teams) upon request. ✓ Focus: Support planning for students who meet grade-level expectations but are not yet identified as gifted.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	By May 21, 2026, Professional development opportunities will deepen understanding of gifted and higher-level learners through three PD Roundtables as measured by attendance and participation with the District Gifted and Talented Coordinator.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Incorporating these practices will increase growth and achievement data as measured by AIMSWeb growth percentile reports at the K-2 level.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Three PD opportunities	2 nd , 3 rd , and 4 th Quarter Roundtables	1. District GT Coordinator collaboration 2. PowerPoint with indicated learning targets 3. Designated Roundtable dates	AIMSWeb growth percentile report of 50% growth percentile or higher for students already measuring proficient on AIMSWeb reading and math composite scores (60 th ile or higher)

High-Impact Domain:

Priority Practice #2:

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	To have a strong school culture that fosters student independence and collaboration between teachers, Lincoln Elementary will focus on enhancing transparent, two-way communication using inclusive decision-making processes.
Improvement Strategy • <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> • <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> • <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	Action Steps: 1. Establish Regular Communication Channels - o Continue daily staff information email with updates, upcoming decisions, and temporary student behavior plans. - o Twice a month Leader in Me Action team meetings. 2. Create Feedback Loops - o School, decision-making surveys for staff, students, and families to gather input on school decisions such as mottos, feedback, etc. 3. Inclusive Decision-Making - o Lighthouse team for building decision-making which incorporates representation from grade-level teachers, specials teacher, SPED, and Title. - o Dissemination of Lighthouse team meetings discussed at grade-level PLCs. - o Incorporate family and community input when appropriate. 4. Transparent Follow-Up - o Share summaries of stakeholder feedback and how it influenced decisions. - o Follow-up communication emails sent to staff for important decision-making criteria. 5. Leader in Me - o Continued work with Leader in Me, Action teams, Portfolios, and daily lessons for students.

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By May 21, 2026, Lincoln Elementary will fully incorporate Leader in Me adult and student Action Teams, adult and student Portfolios, and a minimum of three (3) daily Leader in Me lessons per week to students as well as growth toward the schools Wildly Important Goal (WIG) of increasing attendance for adults and students during the 25-26 school year as measured by a decrease in chronic absences of both subgroups.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	An increase in attendance as well as incorporating Leader in Me values will impact Climate and Culture by creating an environment where adults and students want to learn, feel valued, and trust to increase academic, social, and emotional growth for all stakeholders within the building.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Bi-monthly meetings are established for adult and student Action Teams.	Ongoing	None	Increase of student and adult participation Decrease in chronic absences

High-Impact Domain:

Priority Practice #3:

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	N/A
Improvement Strategy • <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> • <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i> • <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i>	
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
N/A			

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.7	1.9
Achievement (Numeric value)	45	48
Growth (Numeric value)	48	50
Equity (Numeric value)	52	53
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.8	2.0
Achievement (Numeric value)	45	48
Growth (Numeric value)	48	50
Equity (Numeric value)	52	53
EL Progress (Numeric value)	41	43
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	N/A	
Growth (Numeric value)	N/A	
School Climate (Numeric value)	N/A	
Engagement (Numeric value)	N/A	
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	40.7	46
Math (Numeric value)	50.37	55
Science (Numeric value)	N/A	N/A

In-house Relevant Data

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Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
Learning Support	F4: Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Developing	
Culture and Climate	B2: School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.	Developing	

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Lana Swingholm	Principal
Brenda Lovercheck	School Counselor
Chris Strampe	PE Teacher
Shirley Peterson	Academic and Behavior Specialist
Shalon Limmer	2 nd Grade Teacher
Brenna Marsh	1 st Grade Teacher
Priscilla Bartels	Kindergarten Teacher

Rachel Furrey	SPED Teacher
Mandy White	Transitional Kindergarten Teacher

District School Improvement Representative Name	Position
Kevin Derby	Goshen County School District #1 Curriculum Director