

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Abraham Lincoln Elementary School
Local Education Agency Name	School City of Hammond
School Year	2019-20

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Name	Stakeholder Group(s)	Role(s)
Tami Smolen	Teacher	Kindergarten Teacher
Annette Huseman	Teacher	1 st Grade Teacher
Sunshine Miranda	Teacher	2 nd Grade Teacher
Paige Brown	Teacher	3 rd Grade Teacher
Natalie Bevil	Teacher	4 th Grade Teacher
Crystal Nelson	Teacher	5 th Grade Teacher
Miriam Soto-Pressley	Language Development Program	Language Development Teacher
Myriah Hernandez	Special Education	Special Education Teacher (Intermediate)
Denise Sorge	Title 1	Title 1 Interventionist
David Sutkowski	Special Area	PE Teacher
Barbara Marshall	Support Staff	Title 1--Family Involvement Coordinator
Makaena Toodle	Custodial	Head Custodian
Anthony Mierwa	Grandparent	Parent Representative
Wilma Vazquez	Administrator	Assistant Principal
Yolanda Bracey	Administrator	Principal

Committee's Domain of Study:

K: Beginning of year kindergarten assessments (2019-20) have identified the following deficiencies in the areas of letter recognition, identification of numbers to 30, and sight words. **1:** Fifty-seven percent of current 1st grade students fell within the lo and lo average ranges in Writing and 56% of the students fell within the same ranges in the area of vocabulary. Reading foundations is also an area of concern with 53% of students in the lo and lo average categories. The results of the mathematics portion of the assessment identified 61% of students in the lo and lo average ranges in measurement and data analysis and 56% of students struggling in the areas of algebraic thinking. **2nd:** Vocabulary, Writing, and Reading Foundations are weaknesses amongst the majority of 2nd grade students, with 56%, 57%, and 53% of 2nd grade students scoring in the lo and lo average ranges. **3rd:** According to the spring 2018-19 NWEA data, 57% of current 3rd grade students are in the lo/lo avg range in vocabulary, 51% of current 3rd grade students are in the lo/lo avg range in writing, and 50% of current 3rd grade students are in the lo/lo avg range in reading foundations. **4th:** Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary, Computation, and Number Sense. **5th:** Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting, Key Ideas & Vocabulary, and Algebraic Thinking/Data Analysis.

II. Develop a vision of excellence

Vision of Excellence

At Lincoln, we meet children where they are and help them achieve excellence.

III. Create a school profile

School Profile

Abraham Lincoln Elementary School services 560 preschool through 5th grade students. We are comprised of students from a variety of ethnic backgrounds, including:

- African-American--12%
- Hispanic--66%
- White--14%
- Multiracial--7.65%
- Native Hawaiian--0.18%
- Asian--0.36%

Sixty-one percent (61%) of our students qualify for free lunch. 7.3% are eligible for reduced lunch and the remaining 31% of students fall under the paid lunch category.

Vision

At Lincoln, we meet children where they are and help them achieve excellence.

Mission Statement
We believe that students and teachers deserve an environment that inspires them to achieve excellence.
Core Beliefs or Core Values
Without a plan, you're growing nowhere. Write the vision.
Student Demographics
<i>Schools are encouraged to consider using a different format to document student demographic data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available here.</i>
Staff Demographics
<i>Schools are encouraged to consider using a different format to document staff demographic data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available here. Please note that the staff demographics tab is the seventh tab in this example spreadsheet. Please be sure to scroll over to locate this tab.</i>
Student Behavior
<i>Schools are encouraged to consider using a different format to document student behavior data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available here.</i>
Student Academic Outcomes
<i>Schools are encouraged to consider using a different format to document student academic outcome data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available here.</i>

- By June 2020, 80% of students in kindergarten will identify letters, numbers to 30, and 80% of 66 kindergarten sight words.
- By June 2020, students in grade 1 will increase their NWEA RIT scores (reading and math) by 5% compared to scores at the end of 2018-19.
- By June 2020, students in grade 2 will increase their NWEA scores by (in the areas of Writing, Vocabulary, and Reading Foundations) by 10% compared to scores at the end of 2018-19.
- By June 2020, students in grade 3 will increase their NWEA scores (in the areas of Vocabulary, Writing, and Reading Foundations) by 10% compared to scores at the end of 2018-19. When combining 2018-19 spring and summer administrations of IREAD-3, 65% of 3rd grade students passed. By June 2020, 70% of students in grade 3 will pass IREAD-3 in spring and/or summer.
- By June 2020, 4th and 5th grade students will demonstrate 5% growth in ELA as measured by ILEARN ELA assessment.
- By June 2020, 4th and 5th grade students will demonstrate 5% growth in Mathematics as measured by ILEARN Mathematics assessment.
- 21 students were tardy 20 or more times during the 2018-19 school year. These select students will decrease their tardies by 10% by the end of 2019-20.

Students will meet grade level standards during Tier 1 Core instruction. Students not meeting mastery in Core instruction will receive supplemental instruction. In addition:

- Students need explicit modeling and guided practice before releasing to work independently or with a partner.
- New learning needs to be scaffold into manageable chunks.
- Increasing student interaction and use of common, consistent language increases effective communication and feedback among teacher and between teacher and student.
- Students need to know expectations and what the end product should look like.
- Consistent routines and procedures are imperative to student learning and maximizing time.
- Engagement is essential to effective instruction and achievement.

Summary of Current School Improvement Strategies

K:

Beginning of the year kindergarten assessments (2019-20) have identified the following deficiencies:

# of students struggling with Letter Recognition	# of students struggling with Number ID to 30	# of students struggling with Sight Words Identification
33/64 = 52%	34/64 = 53%	55/64 = 86%

Plan of attack:

Kindergarten students will receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development staff. Students will be monitored throughout the year. After mid-year assessments have been completed, kindergarten students will receive interventions or enrichment support via Lincoln's 1,800 seconds program. During this 30 minute block, kindergarten students will be dispersed amongst the 3 kindergarten teachers. They will be divided into 3 categories: reading above kindergarten level or at/around kindergarten level, students who have not demonstrated an ability to identify their sight words, and students who are struggling with letter/number recognition.

1st:

Based on NWEA data from the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing and 56% of the students fell within the same ranges in the area of vocabulary. Reading foundations is also an area of concern with 53% of students in the lo and lo average categories. The results of the mathematics portion of the assessment identified 61% of students in the lo and lo average ranges in measurement and data analysis and 56% of students struggling in the areas of algebraic thinking.

NWEA Spring 2018-19:	Writing	Vocabulary	Reading Foundations	Measurement and Data Analysis	Algebraic Thinking
Lo/Lo Average	57%	56%	53%	61%	56%

Plan of attack:

First grade teachers are adding Making Words to their curriculum to attack the deficits in the area of reading foundations. They are going to focus on vocabulary in math and reading. Teachers will also target writing mechanics (Grammar--capitalization, end marks, etc.) First grade teachers are also confident that the new math series, Envision 2.0 addresses algebraic thinking concerns. First grade students will receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development staff.

2nd:

The following table represents the areas of weakness for current 2nd grade students.

NWEA Spring 2018-19:	Vocabulary	Writing	Reading Foundations	Measurement and Data Analysis	Number Sense
Lo/Lo Average	63%	63%	61%	50%	44%

Plan of attack:

Second grade students will work on Exact Path learning program for a minimum of 20 minutes, twice a week. Teachers will hold conferences with students during IDR, noting areas of need to help guide small group instruction. Teachers will continue to update parents on skills students are working on through Family Time messages, in addition to sending weekly skills updates through Class Dojo. Second grade students will also receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development staff. Students will be monitored throughout the year.

3rd:

According to the spring 2018-19 NWEA data, 57% of current 3rd grade students are in the lo/lo avg range in vocabulary, 51% of current 3rd grade students are in the lo/lo avg range in writing, and 50% of current 3rd grade students are in the lo/lo avg range in foundations. When combining 2018-19 spring and summer administrations of IREAD-3, 65% of 3rd grade students passed.

NWEA Spring 2018-19	Vocabulary	Writing	Reading Foundations
Lo/lo average range	57%	51%	50%

Plan of attack:

Third grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Third grade teachers will continue to ability group and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

4th:

Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary, Computation, and Number Sense. NWEA data from spring 2018-19 supports the need for vocabulary instruction.

ILEARN 2018-19	Key Ideas & Vocabulary	Computation	Number Sense
Below	32%	39%	42%

(Current 4th graders)

NWEA	lo/lo avg (2018-19)	lo/lo avg (2017-18)	avg/hi avg/hi (2018-19)	avg/hi avg/hi (2017-18)
Vocabulary	54%	53%	46%	47%

Plan of attack:

Fourth grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Fourth grade teachers will continue to departmentalize, ability group, and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

5th:

Results from the 2018-19 ILEARN assessment indicate deficiencies in the areas of Writing Reporting, Key Ideas & Vocabulary, and Algebraic Thinking/Data Analysis for students who are currently in 5th grade.

ILEARN 2018-19	Writing Reporting	Key Ideas & Vocabulary	Algebraic Thinking & Data Analysis
Below	46%	37%	33%

(Current 5th graders)

NWEA	lo/lo avg (2018-19)	lo/lo avg (2017-18)	avg/hi avg/hi (2018-19)	avg/hi avg/hi (2017-18)
Vocabulary	48%	44%	53%	57%

Plan of attack:

Fifth grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek

and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. Teachers will conduct a daily review of math concepts using Minute Math or Daily Review. Fifth grade teachers will incorporate the traits into daily writing assignments and stress the 3 different types of writing: informative, persuasive, and narrative. Interactive visual learning will occur during mini lessons to reinforce math concepts and skills-based groups will continue to be created using pre-assessment data or NWEA scores. Teachers will also continue to practice daily problem solving skills with students. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Fifth grade teachers will continue to departmentalize, ability group, and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

ILEARN/ISTEP+:

Grade	Math 2019	ELA 2019	Math 2018	ELA 2018	Math 2017	ELA 2017
3rd	33%	34%	35.8%	49.5%	41.4%	61.1%
4th	41%	27%	49.5%	47.5%	44.4%	44.9%
5th	42%	35%	66%	48%	73%	45%

School-wide:

Teachers will collaborate and utilize the district's curriculum maps to create lessons that align with Indiana State Standards.

Abraham Lincoln Elementary School will continue to utilize departmentalization in grades four and five and ability grouping in grades 3, 4 and 5. Students will spend up to 30 minutes per week on Defined STEM activities and up to 30 minutes daily of independent reading. Teachers will use conferring during independent reading. Students will also utilize Exact Path up to 30 minutes per week.

Reading interventions continue to evolve into increased remediation and enrichment support for students. These interventions will occur in the general education setting via inclusionary support.

Along with paraprofessionals, Lincoln's Special Education teachers, Language Development Program (LDP) teacher, and Title-1 Interventionist will represent our Multi-Tier System of Support (MTSS) team. In addition to providing support

in the general education setting, the LDP teacher will provide pull-out support (as needed) to level 1 students and newcomers.

All teachers will continue to post content and language objectives to ensure that students understand the purpose of the lessons.

Lincoln has implemented a unified lesson plan. The lesson plan will be used by teachers to ensure the requirements set forth by the NIET rubric are being satisfied.

Teachers will also receive support from the district's instructional coach (as needed).

Attendance/Tardies/Social Emotional:

Twenty-one students were tardy 20 or more times during the 2018-19 school year. These select students will decrease their tardies by 10% by the end of 2019-20. Lincoln will implement the following strategies to deter attendance/tardy behaviors: 1. Teachers meet students at the classroom door at 9:00 and greet them with positive greetings. Students who enter after the tardy bell will be greeted with positive affirmations by all staff members. 2. Teachers will hold morning meetings with students at the beginning of each day. Administrators will also communicate tardy concerns with parents and elicit support from student services, as needed. The morning meetings will also support our school's social/emotional needs. Research conducted by St. John Fisher College reports that the activities embedded within morning meetings provide social and emotional support in a whole group setting. Morning meetings also provide a sense of trust, encourages learning, and assists with the regulation of emotions.

Family Engagement/Parental Involvement:

We know that family involvement makes a positive impact on the education of children. In an effort to further unite our school and families, Lincoln has implemented Family Time from 7:00pm to 7:30pm. On Mondays, Tuesdays, Wednesdays, and Thursdays, families will receive a robo-call (in English and Spanish) at 6:55pm. The call will contain information about the skills families should focus on during the 30 minutes. The call may also include details about families practicing math skills together, working on letter identification, or even reading a book together.

Whatever the skills, the goal is to encourage families to work together and for our children to be able to share what they are learning at school. Each week, the message will change. Our awesome staff has teamed up and will be recording the calls for our families. Students are excited about Family Time and will be expecting the call each evening. We will not send out robo-calls for Family Time on Fridays, Saturdays, or Sundays.

Abraham Lincoln Elementary School uses Benchmark Literacy, Envision 2.0, and Defined STEM.

Summary of Formative and Summative Assessments

Abraham Lincoln Elementary School utilizes NWEA, Benchmark, and Envision 2.0 assessments to monitor the growth of our students.

Summary of Academic Intervention and Enrichment Programs

K:

Kindergarten students will receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development team. Students will be monitored throughout the year. After mid-year assessments have been completed, kindergarten students will receive interventions or enrichment support via Lincoln's 1,800 seconds program. During this 30 minute block, kindergarten students will be dispersed amongst the 3 kindergarten teachers. They will be divided into 3 categories: reading above kindergarten level or at/around kindergarten level, students who have not demonstrated an ability to identify their sight words, and students who are struggling with letter/number recognition.

1st:

First grade teachers are adding Making Words to their curriculum to attack the deficits in the area of reading foundations. They are going to focus on vocabulary in math and reading. Teachers will also target writing mechanics (Grammar--capitalization, end marks, etc.) First grade teachers are also confident that the new math series, Envision 2.0 addresses algebraic thinking concerns. First grade students will receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development Paraprofessional.

2nd:

Second grade students will work on Exact Path learning program for a minimum of 20 minutes, twice a week. Teachers will hold conferences with students during IDR, noting areas of need to help guide small group instruction. Teachers will continue to update parents on skills students are working on through Family Time messages, in addition to sending weekly skills updates through dojo. Second grade students will also receive inclusionary support and interventions from the Title 1 interventionist, Special Education teacher, and Language Development Paraprofessional. Students will be monitored throughout the year.

3rd:

Third grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek

and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Third grade teachers will continue to ability group and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

4th:

Fourth grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Fourth grade teachers will continue to departmentalize, ability group, and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

5th:

Fifth grade teachers are going to focus on Greek & Latin roots; interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes; Wow Word Program; Vocabulary rich environment; Hands-on/Technology; raising vocabulary expectations and full inclusion of LDP/Sp Ed/Title 1 services. Teachers will conduct a daily review of math concepts using Minute Math or Daily Review. Fifth grade teachers will incorporate the traits into daily writing assignments and stress the 3 different types of writing: informative, persuasive, and narrative. Interactive visual learning will occur during mini lessons to reinforce math concepts and skills-based groups will continue to be created using pre-assessment data or NWEA scores. Teachers will also continue to practice daily problem solving skills with students. We will also ensure LDP Instruction (WIDA Levels 1-4) and LDP Monitoring (WIDA Level 5) is sufficient, along with the MTSS model. Fifth grade teachers will continue to departmentalize, ability group, and incorporate vocabulary and computation and number sense activities into their Family Time calls. Third, fourth, and fifth grade teachers will also collaborate to provide support to each other.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

- Grade Level Collaboration meetings
- Differentiated Professional Development (monthly or bi-monthly)
- Differentiated Instruction
- Departmentalizing (4th & 5th)
- Ability Grouping (3rd, 4th & 5th)

- Looping (4th & 5th)
- Full Inclusion
- LDP Instruction (WIDA levels 1-4)
- LDP monitoring (WIDA level 5)
- Title 1 Interventions for all grades
- Morning Greetings
- Morning Meetings
- 90 minute Reading block
- 90 minute Math block
- Envision 2.0
- Minute Math
- Daily Math Review
- Defined STEM
- PBIS
- Support from district instructional coach
- MTSS/RtI
- Play-based learning (kindergarten)
- 1,800 seconds (kindergarten)
- Exact Path
- Pearson Easy Bridge
- Reading Interventionist
- Leveled Literacy Interventions (LLI)
- Repeated Reading
- Vocabulary Word of the Day
- Wow Word Walls
- Anti-Bullying Presentations

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Abraham Lincoln Elementary is dedicated to hiring and retaining highly effective educators. Team members are included in the interview and decision-making process.

Summary of Teacher and Staff Professional Learning Opportunities

At Abraham Lincoln Elementary School, we provide monthly faculty meetings and/or professional development sessions for our staff members. During these meetings, the focus is on the needs of students and staff. We also differentiate the meetings based on the level of support needed by each teacher and their current teaching assignment. For example, we have meetings that address the needs of those who teach Math and hold a separate meeting for those who teach Reading. We also host whole-group professional development sessions in which teachers share strategies and ideas. The key focuses for our 2019-20 sessions will be on vocabulary, writing, reading foundations, and math.

Summary of Teacher and Staff Coaching and Evaluation Model

The School City of Hammond utilizes the National Institute for Excellence in Teaching (NIET) for teacher evaluations. These educators are formally evaluated two times per year. Teachers and the observer identify areas of reinforcement and refinement. At Lincoln, we encourage teachers to partner with the district instructional coach in an effort to strengthen areas of refinement. Lincoln has also implemented a unified lesson plan. The lesson plan will be used by all teachers to ensure the requirements set forth by the NIET rubric are being satisfied.

Summary of Key Family and Community Engagement Strategies

Abraham Lincoln Elementary School has a Title-1 Parent Liaison who provides opportunities for our parents to play an active role in our school. Parents have had the following opportunities:

- Family Time
- Back to school event
- Side-by-Side (Reading)
- Side-by-Side (Math)
- Cool Moms
- Cool Dads
- School website
- School Announcements (via YouTube)
- Student Credit Union
- Partnership with Purdue's Extension Nutrition Program
- Parent/Teacher Conferences

- Brainstorming and Visions with Bracey & Vazquez
- Safety Meetings
- Family Forums at Title 1 Office (Administration building) 4 times per year
- Helping Other Mothers Excel (HOME) Workshops
- Family Night
- Grandparents' Day
- Kids Around the World--A Celebration of Cultures
- Volunteer Orientations and Trainings
- Field trips
- Mother's Day Celebration
- Father's Day Celebration
- Volunteer Recognition Day
- PTSA Meetings
- 5th Grade Graduation
- Preschool Graduation
- School Musicals
- IREAD-3 informational sessions for parents
- Fresh Fruits & Vegetables Program

List of Community Partnerships

Abraham Lincoln Elementary School partners with the following:

1. Regional Federal Credit Union (The Lincoln Lion Student Credit Union)
2. Greater Hammond Community Services (Student Council Food Drive Donation)
3. Kenneth Allen Law Group Attorney (Christmas Shopping for Families @ Kmart)
4. Lake County Police Association Local 72 (Christmas to Remember Program)
5. Horseshoe Casino Hammond Indiana Internal Communication Specialist (Christmas gifts for Families)
6. Greater Chicagoland and Northwest Indiana G.C.N.W.I. Girl Scout Troop #10702 Leader: Mrs. Champion
7. St. Margaret Mercy Health Care Center Hammond
8. Hammond Initiative H.O.M.E. Helping Other Mothers Excel
9. Papa John's Pizza
10. Major Saver Fundraiser

11. Regional Mental Health Therapy Program (School Outreach)
12. Hammond Public Library
13. Hammond Police Department
14. Hammond Fire Department (Survive Alive)
15. Inter-State Studio (Pictures)
16. Munster Performance Art Center
17. World Finest Chocolate (P.T.A. Fundraiser with P.T.A.)
18. Midwest Paper Retriever (Recycle)
19. Scholastic Book Fair
20. Funservices (P.T.A. Holiday Gift Shop)
21. Purdue Extension Nutrition Education Program
22. North Shore Health Centers
23. The Heart That Smiles Mobile Dentists
24. American Heart Association (Jump Rope for Heart)
25. Olympia Lane Bowling
26. Lincoln Park Zoo
27. Brookfield Zoo
28. Washington Park Zoo
29. Junior Achievement
30. Challenger Learning Center
31. Windy City Thunderbolts

III. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Description of the Gaps Identified between the Vision of Excellence and School Profile

K:

Beginning of the year kindergarten assessments (2019-20) have identified the following deficiencies:

# of students struggling with Letter Recognition	# of students struggling with Number ID to 30	# of students struggling with Sight Words Identification
33/64 = 52%	34/64 = 53%	55/64 = 86%

1st:

Based on NWEA data from the end of the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing and 56% of the students fell within the same ranges in the area of vocabulary. Reading foundations is also an area of concern with 53% of students in the lo and lo average categories. The results of the mathematics portion of the assessment identified 61% of students in the lo and lo average ranges in measurement and data analysis and 56% of students struggling in the areas of algebraic thinking. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary, Computation, and Number Sense. Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting, Key Ideas & Vocabulary, and Algebraic Thinking/Data Analysis.

2nd:

The following table represents the areas of weakness for current 2nd grade students.

NWEA Spring 2018-19:	Vocabulary	Writing	Reading Foundations	Measurement and Data Analysis	Number Sense
Lo/Lo Average	63%	63%	61%	50%	44%

3rd:

IREAD-3:

IREAD-3	Spring 2019	Summer 2019
Pass	63%	65%
Did Not Pass	37%	35%

**3rd/4th/5th:
ILEARN/ISTEP+:**

Grade	Math 2019	ELA 2019	Math 2018	ELA 2018	Math 2017	ELA 2017
3rd	33%	34%	35.8%	49.5%	41.4%	61.1%
4th	41%	27%	49.5%	47.5%	44.4%	44.9%
5th	42%	35%	66%	48%	73%	45%

ILEARN/ISTEP+ Comparison of 3rd to 4th/4th to 5th grade students:

Grade	Math	ELA
3rd to 4th (2016-17 to 2017-18)	+8.1%	-13.6%
4th to 5th (2016-17 to 2017-18)	+21.6%	+3.1%
3rd to 4th (2017-18 to 2018-19)	+5.2%	-22.5%
4th to 5th (2017-18 to 2018-19)	-7.5%	-12.5%

Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary, Computation, and Number Sense.

**2018-19 ILEARN Disaggregation:
(Current 4th grade students)**

	ELA: Key Ideas & Vocabulary	Math: Algebraic Thinking & Data Analysis	Math: Computation	Math: Geometry & Measurement	Math: Number Sense
Below	32%	31%	39%	27%	42%
At/Near	48%	54%	46%	63%	51%
Above	18%	15%	14%	10%	8%

Based on the results of the 2018-19 ILEARN assessment, students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting, Key Ideas & Vocabulary, and Algebraic Thinking/Data Analysis.

2018-19 ILEARN Disaggregation:
(Current 5th grade students)

	ELA: Key Ideas & Vocabulary	Structural Elements/ Connection of Ideas	Writing Reporting	Math: Algebraic Thinking & Data Analysis	Math: Computation	Math: Geometry & Measurement	Math: Number Sense
Below	37%	29%	46%	33%	33%	29%	32%
At/Near	49%	68%	48%	54%	46%	56%	47%
Above	14%	3%	6%	13%	21%	15%	21%

According to the spring 2018-19 NWEA data:

- 57% of current 3rd grade students are in the lo/lo avg range in vocabulary
- 51% of current 3rd grade students are in the lo/lo avg range in writing
- 50% of current 3rd grade students are in the lo/lo avg range in foundations

Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary, Computation, and Number Sense. Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting, Key Ideas & Vocabulary, and Algebraic Thinking/Data Analysis.

The 2018-19 end of year NWEA results show overall growth for students in grades 3-5 as following:

NWEA:

Vocabulary

Grade	lo/lo avg (2018-19)	lo/lo avg (2017-18)	avg/hi avg/hi (2018-19)	avg/hi avg/hi (2017-18)
3rd	54%	53%	46%	47%
4th	48%	44%	53%	57%
5th	44%	29%	56%	71%

Literature

Grade	lo/lo avg (2018-19)	lo/lo avg (2017-18)	avg/hi avg/hi (2018-19)	avg/hi avg/hi (2017-18)
3rd	49%	55%	50%	45%
4th	52%	39%	49%	62%
5th	47%	44%	53%	57%

Computation

Grade	lo/lo avg (2018-19)	lo/lo avg	avg/hi avg/hi (2018-19)	avg/hi avg/hi
3rd	47%	51%	52%	49%
4th	37%	52%	63%	49%
5th	41%	29%	59%	72%

Description of Focus Area 1

Focus Area 1 (Kindergarten): Letter Recognition

Beginning of the year kindergarten assessments (2019-20) have identified that 52% of students have not demonstrated an ability to identify letters.

Focus Area 1 (1st) Grade: Writing

1st:

Based on NWEA data from the end of the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing.

Focus Area 1 (2nd) Grade: Vocabulary

Spring 2018-19 NWEA data suggests that 63% of current 2nd grade students are deficient in the area of vocabulary.

Focus Area 1 (3rd) Grade: Vocabulary

According to the spring 2018-19 NWEA data, 57% of current 3rd grade students are in the lo/lo avg range for vocabulary

Focus Area 1 (4th Grade): Vocabulary

2018-19 ILEARN:

(Current 4th grade students):

Current 4th Grade Students

	ELA: Key Ideas & Vocabulary
Below	32%
At/Near	48%
Above	18%

Focus Area 1 (5th Grade): Writing Reporting
2018-19 ILEARN:
(Current 5th grade students):

Current 5th Grade Students

	Writing Reporting
Below	46%
At/Near	48%
Above	6%

Description of Focus Area 2

Focus Area 2 (Kindergarten): Number identification

Beginning of the year kindergarten assessments (2019-20) have identified that 53% of students have not demonstrated an ability to identify numbers to 30.

Focus Area 2 (1st):Vocabulary

Based on 2018-19 end of year NWEA data, 56% of 1st grade students fell within the lo and lo average ranges in vocabulary.

Focus Area 2 (2nd) Grade: Vocabulary

Based on NWEA data from the end of the end of the 2018-19 school year, 63% of current 2nd grade students fell within the lo and lo average ranges in the area of vocabulary.

Focus Area 2 (3rd) Grade: Writing

According to the spring 2018-19 NWEA data, 51% of current 3rd grade students are in the lo/lo avg range for writing.

NWEA: Writing	Percentage
Lo/Lo Avg	51%

Focus Area 2 (4th Grade): Computation

2018-19 ILEARN:

(Current 4th grade students):

	Math: Computation
Below	39%
At/Near	46%
Above	14%

Focus Area 2 (5th Grade): Key Ideas & Vocabulary

2018-19 ILEARN:

(Current 5th grade students):

	Key Ideas & Vocabulary
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Below	37%
At/Near	49%
Above	14%

Description of Focus Area 3

Focus Area 3 (Kindergarten): Sight Words

Beginning of the year kindergarten assessments (2019-20) have identified that 86% of students have not demonstrated the ability to recognize kindergarten sight words.

Focus Area 3 (1st Grade): Reading Foundations

Reading foundations is an area of concern with 53% of 1st grade students in the lo and lo average categories.

Focus Area 3 (2nd Grade): Reading Foundations

Spring 2018-19 NWEA data suggests that 61% of current 2nd grade students lack reading foundation skills.

Focus Area 3 (3rd Grade): Reading Foundations

According to the spring 2018-19 NWEA data, 50% of current 3rd grade students are in the lo/lo avg range for reading foundations.

Focus Area 3 (4th Grade): Number Sense

2018-19 ILEARN:

(Current 4th grade students):

	Math:
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	Number Sense
Below	42%
At/Near	51%
Above	8%

Focus Area 3 (5th Grade): Algebraic Thinking/Data Analysis
2018-19 ILEARN:
(Current 5th grade students):

	Math: Algebraic Thinking & Data Analysis
Below	33%
At/Near	54%
Above	13%

Description of Focus Area 4

Focus Area 4 (School Wide):

Attendance/Tardies/Social Emotional:

Twenty-one students were tardy 20 or more times during the 2018-19 school year. These select students will decrease their tardies by 10% by the end of 2019-20. Lincoln will implement the following strategies to deter attendance/tardy

behaviors: 1. Teachers meet students at the classroom door at 9:00 and greet them with positive greetings. Students who enter after the tardy bell will be greeted with positive affirmations by all staff members. 2. Teachers will hold morning meetings with students at the beginning of each day. Administrators will also communicate tardy concerns with parents and elicit support from student services, as needed. The morning meetings will also support our school's social/emotional needs. Research conducted by St. John Fisher College reports that the activities embedded within morning meetings provide social and emotional support in a whole group setting. Morning meetings also provide a sense of trust, encourages learning, and assists with the regulation of emotions.

III. Collect additional data on focus areas

Additional Data Sources Collected			
Additional Data Collected for Focus Area 1			
Description of additional data collected for focus area 1: NWEA Student Growth Summary (Spring 2019):			
Reading			
Grade	Fall 2018	Spring 2019	Growth
3rd	179.0	193.6	14.6
4th	190.7	201.6	10.9
5th	199.9	207.2	7.3
Provide links to the additional data and/or key takeaways from data collected for this focus area: n/a			
Additional Data Collected for Focus Area 2			
Description of additional data collected for this focus area 2: NWEA Student Growth Summary (Spring 2019):			
Mathematics			
Grade	Fall 2018	Spring 2019	Growth
3rd	182.6	196.8	14.2

4th	196.1	210.0	13.9
5th	206.4	219.7	13.4

Provide links to the additional data and/or key takeaways from data collected for this focus area:n/a

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:
NWEA Student Growth Summary (Spring 2019):

Mathematics

Grade	Fall 2018	Spring 2019	Growth
3rd	182.6	196.8	14.2
4th	196.1	210.0	13.9
5th	206.4	219.7	13.4

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>
K-5 LDP Special Education Title 1 Administrators	ILEARN/NWEA: Math	11	<ul style="list-style-type: none"> • Full inclusion for LDP/Sp Ed/Title • LDP Instruction (WIDA Levels 1-4) • LDP Monitoring (WIDA Level 5) • MTSS • Math calendars • Math apps/flash cards (nightly) • Weekly tests (untimed) • Word Wall--Math vocabulary • Envision 2.0 • Pearson Easy Bridge • Play-based learning (Kindergarten) • Support from district instructional coach • Departmentalization • Ability Grouping (3rd-5th) • Exact Path • Family Time
K-5 LDP	ILEARN/NWEA: Vocabulary	11	<ul style="list-style-type: none"> • Focus on Greek & Latin roots

Special Education Title 1 Administrators			<ul style="list-style-type: none"> • Grades 3 through 5--interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes. • Wow Word Program • Vocabulary rich environment • Hands-on/Technology • Raise vocabulary expectations • Full inclusion for LDP/Sp Ed/Title 1 • Morning Meetings • LDP Instruction (WIDA Levels 1-4) • LDP Monitoring (WIDA Level 5) • MTSS • Departmentalization • Ability Grouping (3rd-5th) • Exact Path • Family Time
K-5 LDP Special Education Title 1 Administrators	ILEARN/NWEA: Interventions	11	<ul style="list-style-type: none"> • Tier 1 Interventions (in classroom) • Tier 2 Interventions (push-in/small group) • Tier 3 Interventions (pull-out/1:1) <p>Key Ideas & Vocabulary:</p> <ul style="list-style-type: none"> • Leveled Literacy Interventions (LLI) • Repeated Reading • Marzano • Student Choice Vocabulary • Academic Vocabulary • Greek & Latin roots <p>Computation/Number Sense/Algebraic Thinking:</p> <ul style="list-style-type: none"> • Envision 2.0 • Pearson Easy Bridge • Exact Path • Family Time
K-5 LDP Special Education	ILEARN/NWEA: Cultural Competency	11	<ul style="list-style-type: none"> • www.tolerance.org (curriculum ideas for teaching tolerance) • Colorin Colorado • Cultural festivals: Kids Around the World

Title 1 Administrators			<ul style="list-style-type: none"> • Culminating activities • Non-fiction books on different cultures • Vocabulary • Math Side-by-Sides for parents • ELA Side-by-Sides for parents • Family Nights • Family Time
K-5 LDP Special Education Title 1 Administrators	ILEARN/NWEA: Instruction	11	<ul style="list-style-type: none"> • Mini-lesson • Turn to partner • Questions • Manipulatives • visual/auditory/hands-on lessons • High-interest literature • Opportunity for students to make predictions; use context clues; identify major events; author's purpose; summarize. etc. • Guided Reading/Math • Differentiation • Observations (NIET) • Administrative walkthroughs • Inclusion of LDP/Sp Ed • Benchmark • Envision 2.0 • Rtl • Non-fiction literature • Focus on main idea and details
K-5 LDP Special Education Title 1 Administrators	ILEARN/NWEA: Instruction	11	<ul style="list-style-type: none"> • Workshop Model • Mini-Lesson • Guided Reading • Guided Math • Learning Centers/Stations • 90 minute reading block • 90 minute math block • Defined Stem • Exact Path • Pearson Easy Bridge

			<ul style="list-style-type: none"> • 1:1 Chromebooks (grades 3-5)
K-5 LDP Special Education Title 1 Administrators	Questionnaire: Family Engagement	11	<ul style="list-style-type: none"> • PTSA • Family time • Cool Dads Read • Cool Moms Count • Reading Side-by-Side • Math Side-by-Side • School Website • Social Media • Parent/Teacher Conferences • Brainstorming and Visions with Bracey and Vazquez • Family Forums at Title 1 Office • Family Nights • Grandparents' Day • Volunteer Orientation & Trainings • Field Trips • Follow-up on survey responses • Cultural awareness activities
K-5 LDP Special Education Title 1 Administrators	ILEARN/NWEA: Curriculum	2	<ul style="list-style-type: none"> • Workshop Model • Mini-Lesson • Guided Reading • Guided Math • Learning Centers/Stations • 90 minute reading block • 90 minute math block • Defined Stem • Exact Path • Pearson Easy Bridge • 1:1 Chromebooks (grades 3-5)
Administrators	Questionnaire: Assessment	2	<ul style="list-style-type: none"> • Rigorous formative assessments to track student progress and plan instruction: NWEA/Benchmark/Envision • Utilize rubrics so students understand expectations and are able to self-assess their performance • ILEARN/IREAD-3 Data

			<ul style="list-style-type: none"> • Administer WIDA to ELLs, all levels 1-4. Monitor language levels. Encompass 5 components of reading to monitor language goals
Administrators	Questionnaire: Technology	2	<ul style="list-style-type: none"> • 1:1 Chromebooks (grades 3-5) • 50% of 2nd grade 1:1 Chromebooks • 30 desktops in lab for K & 1st • I-Pads for K & 1st • Defined STEM program • Exact Path

III. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes
<i>Note: Adjust the table as needed.</i>
Focus Area 1
Conclusions from data quality check for Focus Area 1: The stakeholders agree that the data presented is sufficient and warrants a focus on: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process): Beginning of the year kindergarten assessments (2019-20) have identified that 52% of students have not demonstrated an ability to identify letters. Based on NWEA data from the end of the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing. Spring 2018-19 NWEA data suggests that 63% of current 2nd grade students are deficient in the area of vocabulary.. According to the spring 2018-19 NWEA data, 57% of current 3 rd grade students are in the lo/lo avg range for vocabulary. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary. Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting.

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>Beginning of the year (2019-20) kindergarten assessments:</p> <ul style="list-style-type: none"> • 52% of students have not demonstrated an ability to identify letters. • NWEA Spring 2018-19: 57% of current 1st grade students fell within the lo and lo average ranges in Writing. • 63% of current 2nd grade students are deficient in the area of vocabulary. • 57% of current 3rd grade students are in the lo/lo avg range for vocabulary <p>IREAD-3 2019:</p> <ul style="list-style-type: none"> • 65% of current 4th grade students 	<p>NWEA Spring 2019:</p> <ul style="list-style-type: none"> • 57% of current 3rd grade scored in the lo and lo avg ranges in vocabulary • 54% of current 4th grade scored in the 	<ul style="list-style-type: none"> • Lack of Greek and Latin root word instruction • Lack of background knowledge • Reading below grade level • Isolated vocabulary lists • Lack of foundational reading skills • Lack of grammar skills

<p>passed</p> <p>ILEARN 2018-19:</p> <ul style="list-style-type: none"> 32% of current 4th grade scored in the below range for ELA: Key Ideas & Vocabulary 37% of current 5th grade scored in the below range for Writing Reporting 	<p>lo and lo avg ranges in vocabulary.</p> <ul style="list-style-type: none"> 47% of current 5th grade students scored in the lo and lo avg ranges in their overall reading performance 	
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Focus Area 2

Conclusions from data quality check for Focus Area 2:

The stakeholders agree that the data presented is sufficient and warrants a focus on:

K: Number recognition to 30

1st: Vocabulary

2nd: Writing

3rd: Writing

4th: Computation

5th: Key Ideas & Vocabulary

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Beginning of the year kindergarten assessments (2019-20) have identified that 53% of students have not demonstrated an ability to identify numbers to 30. Based on 2018-19 end of year NWEA data, 56% of 1st grade students fell within the lo and lo average ranges in vocabulary. Based on NWEA data from the end of the end of the 2018-19 school year, 63% of current 2nd grade students fell within the lo and lo average ranges in the area of vocabulary. According to the spring 2018-19 NWEA data, 51% of current 3rd grade students are in the lo/lo avg range

for writing. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the area of Computation. Students who are currently in 5th grade displayed a deficiency in the areas of Key Ideas & Vocabulary.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<p>Beginning of the year (2019-20) kindergarten assessments:</p> <ul style="list-style-type: none"> 53% of students have not demonstrated an ability to identify numbers to 30. <p>NWEA Spring 2018-19:</p> <ul style="list-style-type: none"> 56% of 1st grade students fell within the lo and lo average ranges in vocabulary. 63% of current 2nd grade students fell within the lo and lo average ranges in the area of vocabulary. 51% of current 3rd grade students are in the lo/lo avg range for writing. 	<p>NWEA Spring 2019:</p> <ul style="list-style-type: none"> 51% of current 3rd grade scored in the lo and lo avg ranges in writing 	<ul style="list-style-type: none"> Lack of background knowledge Reading below grade level Computer based vs. teacher instruction Foundational math skills are insufficient Foundational reading skills are insufficient Limited background knowledge Lack of exposure to rich vocabulary

<p>IREAD-3 2019:</p> <ul style="list-style-type: none"> • 65% of current 4th grade students passed <p>ILEARN 2018-19:</p> <ul style="list-style-type: none"> • 39% of current 4th grade scored in the below range in computation • 37% of current 5th grade scored in the below range in Key Ideas & Vocabulary 	<ul style="list-style-type: none"> • 47% of current 4th grade scored in the lo and lo avg ranges in computation. • 48% of (current 5th grade students scored in the lo and lo avg ranges in vocabulary 	
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Focus Area 3

The stakeholders agree that the data presented is sufficient and warrants a focus on literacy:

K: Sight Word Recognition

1st: Reading Foundations

2nd: Reading Foundations

3rd: Reading Foundations

4th: Number Sense

5th: Algebraic Thinking & Data Analysis

School Wide: Tardies/Social Emotional

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

Beginning of the year kindergarten assessments (2019-20) have identified that 86% of students have not demonstrated the ability to recognize kindergarten sight words. Reading foundations is an area of concern with 53% of 1st grade students in the lo and lo average categories. Spring 2018-19 NWEA data suggests that 61% of current 2nd grade students lack reading foundation skills. According to the spring 2018-19 NWEA data, 50% of current 3rd grade students are in the lo/lo avg range in foundations. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the area of Number Sense. Students who are currently in 5th grade displayed a deficiency in the area of Algebraic Thinking/Data Analysis.

Description of Focus Area 4

Focus Area 4 (School Wide):

Attendance/Tardies/Social Emotional:

Twenty-one students were tardy 20 or more times during the 2018-19 school year. These select students will decrease their tardies by 10% by the end of 2019-20. Lincoln will implement the following strategies to deter attendance/tardy behaviors: 1. Teachers meet students at the classroom door at 9:00 and greet them with positive greetings. Students who enter after the tardy bell will be greeted with positive affirmations by all staff members. 2. Teachers will hold morning meetings with students at the beginning of each day. Administrators will also communicate tardy concerns with parents and elicit support from student services, as needed. The morning meetings will also support our school's social/emotional needs. Research conducted by St. John Fisher College reports that the activities embedded within morning meetings provide social and emotional support in a whole group setting. Morning meetings also provide a sense of trust, encourages learning, and assists with the regulation of emotions.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
Beginning of the year (2019-20) kindergarten assessments: <ul style="list-style-type: none"> 86% of students have not 		<ul style="list-style-type: none"> Lack of background knowledge Reading below grade level Computer based vs. teacher instruction Foundational math skills are insufficient Foundational reading skills are insufficient

<p>demonstrated the ability to recognize kindergarten sight words.</p> <p>NWEA Spring 2018-19:</p> <ul style="list-style-type: none"> • 53% of 1st grade students fall in the lo and lo average categories in reading foundations. <p>NWEA Spring 2018-19:</p> <ul style="list-style-type: none"> • 61% of current 2nd grade students lack reading foundational skills. <p>NWEA Spring 2018-19:</p> <ul style="list-style-type: none"> • 50% of current 3rd grade students are in the lo/lo avg range for reading foundations. <p>IREAD-3 2019:</p> <ul style="list-style-type: none"> • 65% of current 4th grade students passed <p>ILEARN 2018-19:</p> <ul style="list-style-type: none"> • 42% of current 4th grade scored in the below range in 	<p>NWEA Spring 2019:</p> <ul style="list-style-type: none"> • 50% of current 3rd grade scored in the lo and lo avg ranges in foundations <ul style="list-style-type: none"> • 42% of current 4th grade scored in the lo and lo avg ranges in number sense 	<ul style="list-style-type: none"> • Limited background knowledge • Lack of exposure to rich vocabulary
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<p>number sense</p> <ul style="list-style-type: none"> • 33% of current 5th grade scored in the below range in Algebraic Thinking & Data Analysis 	<ul style="list-style-type: none"> • 33% of current 5th grade students scored in the lo and lo avg ranges Algebraic Thinking & Data Analysis 	
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School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Tami Smolen	Teacher	Kindergarten Teacher
Annette Huseman	Teacher	1 st Grade Teacher
Sunshine Miranda	Teacher	2 nd Grade Teacher
Paige Brown	Teacher	3 rd Grade Teacher
Natalie Bevil	Teacher	4 th Grade Teacher
Crystal Nelson	Teacher	5 th Grade Teacher
Miriam Soto-Pressley	Language Development Program	Language Development Teacher
Myriah Hernandez	Special Education	Special Education Teacher (Intermediate)
Denise Sorge	Title 1	Title 1 Interventionist
David Sutkowski	Special Area	PE Teacher
Barbara Marshall	Support Staff	Title 1--Family Involvement Coordinator
Anthony Mierwa	Grandparent	Parent Representative
Makaena Toodle	Custodial	Head Custodian
Wilma Vazquez	Administrator	Assistant Principal
Yolanda Bracey	Administrator	Principal

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

Committee's Focus:

Beginning of the year kindergarten assessments (2019-20) have identified that 52% of students have not demonstrated an ability to identify letters. Based on NWEA data from the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing. Spring 2018-19 NWEA data suggests that 63% of current 2nd grade students are deficient in the area of vocabulary. According to the spring 2018-19 NWEA data, 57% of current 3rd grade students are in the lo/lo avg range for vocabulary. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary. Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting.

Name	Stakeholder Group(s)	Role(s)
Tami Smolen	Teacher	Kindergarten Teacher
Annette Huseman	Teacher	1 st Grade Teacher
Sunshine Miranda	Teacher	2 nd Grade Teacher
Paige Brown	Teacher	3 rd Grade Teacher
Natalie Bevil	Teacher	4 th Grade Teacher
Crystal Nelson	Teacher	5 th Grade Teacher
Miriam Soto-Pressley	Language Development Program	Language Development Teacher
Myriah Hernandez	Special Education	Special Education Teacher (Intermediate)

II. Review focus areas, key findings, and root causes

*If you **did not** complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See [CNA Phase 6](#) for resources that can help you identify these focus areas.*

*If you **did** complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.*

Review of Focus Area 1	
Description of Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	
Beginning of the year kindergarten assessments (2019-20) have identified that 52% of students have not demonstrated an ability to identify letters. Based on NWEA data from the end of the end of the 2018-19 school year, 57% of current 1st grade students fell within the lo and lo average ranges in Writing. Spring 2018-19 NWEA data suggests that 63% of current 2nd grade students are deficient in the area of vocabulary.. According to the spring 2018-19 NWEA data, 57% of current 3 rd grade students are in the lo/lo avg range for vocabulary. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the areas of Key Ideas & Vocabulary. Students who are currently in 5th grade displayed a deficiency in the areas of Writing Reporting.	
Description of key findings for Focus Area 1 (strength or area for growth)	
Beginning of the year (2019-20) kindergarten assessments:	<ul style="list-style-type: none">• Lack of Greek and Latin root word knowledge/instruction• Lack of background knowledge

<ul style="list-style-type: none"> • 52% of students have not demonstrated an ability to identify letters. • NWEA Spring 2018-19: 57% of current 1st grade students fell within the lo and lo average ranges in Writing. • 63% of current 2nd grade students are deficient in the area of vocabulary. • 57% of current 3rd grade students are in the lo/lo avg range for vocabulary <p>IREAD-3 2019:</p> <ul style="list-style-type: none"> • 65% of current 4th grade students passed <p>ILEARN 2018-19:</p> <ul style="list-style-type: none"> • 32% of current 4th grade scored in the below range for ELA: Key Ideas & Vocabulary • 37% of current 5th grade scored in the below range for Writing Reporting 	<ul style="list-style-type: none"> • Reading below grade level • Isolated vocabulary lists
<p>Modified description of key findings for Focus Area 1 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>

<p>A review of ILEARN and NWEA data supports a need for more rigorous instruction/strategies in the areas of:</p> <p>K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting</p>	<ul style="list-style-type: none"> • Lack of Greek and Latin root word instruction • Lack of background knowledge • Reading below grade level • Isolated vocabulary lists
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Review of Focus Area 2	
<p>Description of Focus Area 2:</p> <p>K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary</p>	
<p>Modified Description of Focus Area 2:</p> <p>Beginning of the year kindergarten assessments (2019-20) have identified that 53% of students have not demonstrated an ability to identify numbers to 30. Based on 2018-19 end of year NWEA data, 56% of 1st grade students fell within the lo and lo average ranges in vocabulary. Based on NWEA data from the end of the end of the 2018-19 school year, 63% of current 2nd grade students fell within the lo and lo average ranges in the area of vocabulary. According to the spring 2018-19 NWEA data, 51% of current 3rd grade students are in the lo/lo avg range for writing. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the area of Computation. Students who are currently in 5th grade displayed a deficiency in the areas of Key Ideas & Vocabulary.</p>	
<p>Description of key findings for Focus Area 2 (strength or area for growth)</p>	<p>Root causes for key findings from Focus Area 2</p>

Beginning of the year (2019-20)
kindergarten assessments:

- 53% of students have not demonstrated an ability to identify numbers to 30.

NWEA Spring 2018-19:

- 56% of **1st grade** students fell within the lo and lo average ranges in vocabulary.
- 63% of current **2nd grade** students fell within the lo and lo average ranges in the area of vocabulary.
- **51% of current 3rd grade** students are in the lo/lo avg range for writing.

IREAD-3 2019:

- 65% of **current 4th grade** students passed

ILEARN 2018-19:

- 39% of 3rd grade students current **4th grade** scored in the below range in computation
- 37% of current **5th grade** scored in the below range in Key Ideas & Vocabulary

NWEA Spring 2019:

- 51% of current **3rd grade** scored in the lo and lo avg

- Lack of background knowledge
- Reading below grade level
- Computer based vs. teacher instruction

<p>ranges in writing</p> <ul style="list-style-type: none"> • 47% of current 4th grade scored in the lo and lo avg ranges in computation. • 48% of current 5th grade students scored in the lo and lo avg ranges in vocabulary 	
Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
<p>A review of ILEARN and NWEA data supports a need for more rigorous instruction/strategies in the areas of:</p> <p>K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary</p>	<ul style="list-style-type: none"> • Lack of background knowledge • Reading below grade level • Computer based vs. teacher instruction • Lack of basic math skills

Review of Focus Area 3	
<p>Description of Focus Area 3:</p> <p>K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis</p>	
Modified Description of Focus Area 3:	

Beginning of the year kindergarten assessments (2019-20) have identified that 86% of students have not demonstrated the ability to recognize kindergarten sight words. Reading foundations is an area of concern with 53% of 1st grade students in the lo and lo average categories. Spring 2018-19 NWEA data suggests that 61% of current 2nd grade students lack reading foundation skills. According to the spring 2018-19 NWEA data, 50% of current 3rd grade students are in the lo/lo avg range in foundations. Based on the results of the 2018-19 ILEARN assessment, students who are currently in 4th grade displayed a deficiency in the area of Number Sense. Students who are currently in 5th grade displayed a deficiency in the area of Algebraic Thinking/Data Analysis.

Description of key findings for Focus Area 3 (strength or area for growth) Root causes for key findings from Focus Area 3

Beginning of the year (2019-20) kindergarten assessments:

- 86% of students have not demonstrated the ability to recognize **kindergarten** sight words.

NWEA Spring 2018-19:

- 53% of **1st grade** students fall in the lo and lo average categories in reading foundations.

NWEA Spring 2018-19:

- 61% of current **2nd grade** students lack reading foundational skills.

NWEA Spring 2018-19:

- 50% of current **3rd grade** students are in the lo/lo

- Foundational math skills are insufficient.
- Lack of background knowledge/did not attend preschool
- Lack of reading foundational skills
- Lack of phonics program

<p>avg range for reading foundations.</p> <p>ILEARN 2018-19:</p> <ul style="list-style-type: none"> • 42% of current 4th grade scored in the below range in number sense • 33% of current 5th grade scored in the below range in Algebraic Thinking & Data Analysis <p>NWEA Spring 2019:</p> <ul style="list-style-type: none"> • 50% of current 3rd grade scored in the lo and lo avg ranges in foundations • 42% of current 4th grade scored in the lo and lo avg ranges in number sense • 33% of current 5th grade students scored in the lo and lo avg ranges Algebraic Thinking & Data Analysis 	
<p>Modified description of key findings for Focus Area 3 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>
<p>A review of ILEARN and NWEA data supports a need for more rigorous instruction/strategies in the areas of:</p> <p>K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis</p>	<ul style="list-style-type: none"> • Lack of background knowledge • Lack of foundational reading skills • Reading below grade level • Computer based vs. teacher instruction • Lack of basic math skills • Insufficient foundational math skills

Description of key findings for
Focus Area 4 (strength or area for growth)

Root causes for key findings from Focus Area 4

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

- All teachers will implement School Wide PBIS.
- Staff will identify and model consistent routines and procedures for student behaviors in public/community space (i.e., cafeteria; library; playground; hallway).
- Teachers and students will discuss and identify, post, and model consistent routines and procedures for classroom behavior to maximize teaching and learning time.
- Anti-Bullying/Behavior Plans/Behavior Rtl
- Mindfulness (Behavior Rtl)

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the

In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?

school address its focus areas?	
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	For Focus Area 1: The school's plan for fostering a safe learning environment addresses and supports these focus areas.
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	For Focus Area 2: The school's plan for fostering a safe learning environment addresses and supports these focus areas.
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3: The school's plan for fostering a safe learning environment addresses and supports these focus areas.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: The school's plan for fostering a safe learning environment addresses and supports these focus areas.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;

- A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
- A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
- A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

At Lincoln, all classrooms will have at least 90 minutes of literacy instruction. This includes a 90 minute reading block and a 30 minute writing framework and a 90 minute math block with the following components:

Reading Components:

- Benchmark
- mini-lesson/whole group instruction
- independent reading with conferring
- explanations/directions
- small group/guided reading with independent literacy stations
- wrap up/sharing
- Writing Traits
- Tier 1 Interventions (in classroom)
- Tier 2 Interventions (push-in/small group)
- Tier 3 Interventions (pull-out/1:1)
- Leveled Literacy Interventions (LLI)
- Repeated Reading
- Exact Path

Vocabulary:

- Marzano
- Student Choice Vocabulary
- Academic Vocabulary

Math Components:

- Envision 2.0
- Pearson Easy Bridge
- mini-lesson/whole group instruction
- explanations/directions

- small group/guided math with independent math stations
- wrap up/sharing
- Instruction: computational skills/problem solving/conceptual understanding/mastery of math facts
- Envision Manipulatives
- Exact Path
- comprehension/vocabulary/fluency/phonics and phonemic awareness instruction

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	<ul style="list-style-type: none"> • The school's plan for curriculum addresses and supports these focus areas.
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	<ul style="list-style-type: none"> • The school's plan for curriculum addresses and supports these focus areas.
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	<ul style="list-style-type: none"> • The school's plan for curriculum addresses and supports these focus areas.
Focus Area 4:	<ul style="list-style-type: none"> • The school's plan for curriculum addresses and supports this focus area.

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Lincoln Elementary administers rigorous formative assessments to track student progress and plan instruction. NWEA/MAP (K-5) is used to track progress, plan instruction, and set and monitor goals with students. Our teachers administer and analyze writing assignments to determine how writing progress is transferred to the next grade level. Lincoln's utilizes rubrics so students understand expectations and are able to self-assess their performance.

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?

In what ways does the school's assessment plan *not* help the school address its focus areas?

For Focus Area 1:
 K: Letter identification
 1st: Writing
 2nd: Vocabulary
 3rd: Vocabulary
 4th: Key Ideas & vocabulary
 5th: Writing Reporting

For Focus Area 1

- The school's assessment plan addresses and supports this focus area.

For Focus Area 2:
 K: Number recognition to 30
 1st: Vocabulary

For Focus Area 2

- The school's assessment plan addresses and supports this focus area.

2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3 <ul style="list-style-type: none"> The school's assessment plan addresses and supports this focus area.
Focus Area 4: School-Wide: Tardies/Social Emotional	Focus Area 4 <ul style="list-style-type: none"> The school's assessment plan addresses and supports this focus area.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Lincoln Elementary will continue to Implement consistent engagement tools/strategies that include the following:

- structures for peer interaction (accountable talk, think-pair-share, think-write-pair-share; signaling systems; think sheets to track thinking; pose & generate Higher Order Thinking (HOT) questions; wait time; scaffold support (cue and prompt);
- learning structures (Turn-to-Partner); Think-Pair-Share; reciprocal teaching and
- interesting content at: independent, instructional, and grade level and stretch level
- gradual release of responsibility model that includes teaching/modeling, guided practice, and independent practice.
- Identify clear student learning objectives on lesson, during the lesson and wrap-up/closure.

- administrators will use NIET rubric and classroom walk-throughs (as this relates to assessment of teachers) to monitor student interactions.
- administrators will look for gradual release (I do, we do, you do) strategies during walkthroughs
- Teachers will display learning objectives. The content objective can take one or two days depending on the complexity of the skill, its importance in the curriculum, and student needs. Objectives will be posted daily, where the majority of instruction occurs, and reviewed at the end of the lesson.
- Exit slips will be used for students to demonstrate mastery and/or a need for more instruction.
- To address diverse learning styles, Lincoln's teachers will utilize:
 - o visual/auditory/hands-on lessons
 - o high-interest literature
 - o differentiation
 - o inclusion of LDP/Sp Ed/Title 1 Support
 - o Can do statements
 - o WIDA standards

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	For Focus Area 1: The school's plan for instruction addresses and supports these focus areas.
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	For Focus Area 2: The school's plan for instruction addresses and supports these focus areas.

For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3: The school's plan for instruction addresses and supports these focus areas.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: The school's plan for instruction addresses and supports these focus areas.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Administrators and teachers will identify areas that require improvement and continue to implement PBIS strategies. Administrators & teachers will implement incentives to support positive behavior. All staff will introduce/review school-wide expectations during the first twenty days of school and continue to model them throughout the school year. Teachers will work with students to create anchor charts that identify routines and procedures. Teachers and/or administrators will also create behavior intervention plans for students who require additional support. Lincoln Elementary will also incorporate:

- Family Time
- www.tolerance.org (curriculum ideas for teaching tolerance)
- Colorin Colorado
- Cultural festivals--Kids Around the World
- Culminating activities
- Non-fiction books on different cultures
- Vocabulary

- Math Side-by-Sides for parents
- ELA Side-by-Sides for parents

During professional development sessions, administrators will present a mini-lesson from the book 'The Ten-Minute Inservice' to address cultural competence.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	For Focus Area 1 The school's cultural competency plan addresses and supports these focus areas.
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	For Focus Area 2 The school's cultural competency plan addresses and supports these focus areas.
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3 The school's cultural competency plan addresses and supports these focus areas.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: The school's cultural competency plan addresses and supports these focus areas.

Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Lincoln will foster relationships with current stakeholders by continuing to offer the following opportunities:

- Family Time
- Back to school event
- Side-by-Side (Reading)
- Side-by-Side (Math)
- Cool Moms
- Cool Dads
- Social Media
- School website
- School Announcements (via YouTube)
- ROAR Assemblies (Recognizing outstanding students)
- Student Credit Union
- Partnership with Purdue's Extension Nutrition Program
- Parent/Teacher Conferences
- Brainstorming and Visions with Bracey & Vazquez
- Safety Meetings
- Family Forums at Title 1 Office (Administration building) 4 times per year
- Math Family Night
- Reading Family Night
- Grandparents' Day

- Kids Around the World (A multicultural celebration)
- Volunteer Orientations and Trainings
- Field trips
- Mother's Day Celebration
- Father's Day Celebration
- Volunteer Recognition Day
- PTSA Meetings
- PTSA Monthly Family Events
- 5th Grade Graduation
- Preschool Graduation
- Musical productions

Teachers will communicate with parents via daily agendas; behavior charts; update grades, weekly; provide progress reports; and meet with parents during parent/teacher conferences to review report cards. Administrators, building leadership team, and the Family Involvement Coordinator will schedule meaningful family nights--twice per year.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	For Focus Area The school's family engagement plan addresses and supports these focus areas.
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation	For Focus Area 2 The school's family engagement plan addresses and supports these focus areas.

5th: Key Ideas & Vocabulary	
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3 The school's family engagement plan addresses and supports these focus areas.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: The school's family engagement plan addresses and supports this focus area.

Description of Core Component: Technology	
1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?	
<p>Lincoln Elementary will continue to provide:</p> <ul style="list-style-type: none"> • 1:1 Chromebooks (grades 3-5; 50% of 2nd) • 50% of 2nd grade 1:1 Chromebooks • 30 desktops in lab for K & 1st • I-Pads for K & 1st • Defined STEM program . • Exact Path <p>Every classroom is also equipped with a Promethean Board that allows teachers/students to participate in interactive lessons.</p>	
Gap Analysis: Technology	
How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary	For Focus Area 1: The school's technology plan addresses and supports these focus areas.

3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	
For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	For Focus Area 2: The school's technology plan addresses and supports these focus areas.
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3: The school's technology plan addresses and supports these focus areas.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: The school's family engagement plan addresses and supports this focus area.

Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

There is a preschool program housed at Lincoln. There are 40 students in attendance--20 in the morning and 20 in the afternoon. The kindergarten teachers communicate with the preschool teachers, regularly. The preschool program is setup to help students be successful when they transition to kindergarten. Preschool students learn how to turn to their partner, think-pair-share, use higher order thinking, and are introduced to academic vocabulary. The preschool teacher's lessons include modeling, guided practice, and independent practice. Parental involvement is also a key component of this successful preschool program.

Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?

In what ways does the school's transition to elementary school supports *not* help the school address its focus areas?

For Focus Area 1:
 K: Letter identification
 1st: Writing
 2nd: Vocabulary
 3rd: Vocabulary
 4th: Key Ideas & vocabulary
 5th: Writing Reporting

For Focus Area 2:
 K: Number recognition to 30
 1st: Vocabulary
 2nd: Writing
 3rd: Writing
 4th: Computation
 5th: Key Ideas & Vocabulary

For Focus Area 1:
 The school's transition to elementary school supports and addresses these focus areas.

For Focus Area 2:
 The school's transition to elementary school supports and addresses these focus areas.

For Focus Area 3:

K: Sight Word Recognition

1st: Reading Foundations

2nd: Reading Foundations

3rd: Reading Foundations

4th: Number Sense

5th: Algebraic Thinking & Data Analysis

For Focus Area 4:

For Focus Area 3:

The school's transition to elementary school supports and addresses these focus areas.

For Focus Area 4:

The school's transition to elementary school supports and addresses these focus areas.

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

Although we service students in grades K-5, Lincoln will begin introducing college and career readiness standards to students. We will highlight one career per week on morning announcements. Each Friday, teachers will set aside a minimum of 15 minutes for college & career reading talks. We will post pictures of various careers throughout the building. Initially, teachers are going to review pages in the Learn More magazine that was provided by the IDOE. Kindergarten and first grade teachers are implementing careers A-Z . Each week grades K and 1 will focus on a letter of the alphabet and a career that starts with that letter (i.e. A=astronaut). Second grade will have a community member visit the classrooms on the last Friday of the month to talk to students. They will talk to students about their careers and answer questions from the students. Students in grades 3-5 will be exposed to college and career readiness standards during the Social Studies lessons.

Gap Analysis: High School Graduation Supports

How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: K: Letter identification 1st: Writing 2nd: Vocabulary 3rd: Vocabulary 4th: Key Ideas & vocabulary 5th: Writing Reporting	For Focus Area 1: College & Career Readiness standards will help us to prepare our students for high school and beyond.

For Focus Area 2: K: Number recognition to 30 1st: Vocabulary 2nd: Writing 3rd: Writing 4th: Computation 5th: Key Ideas & Vocabulary	For Focus Area 2: College & Career Readiness standards will help us to prepare our students for high school and beyond.
For Focus Area 3: K: Sight Word Recognition 1st: Reading Foundations 2nd: Reading Foundations 3rd: Reading Foundations 4th: Number Sense 5th: Algebraic Thinking & Data Analysis	For Focus Area 3: College & Career Readiness standards will help us to prepare our students for high school and beyond.
Focus Area 4: School-Wide: Tardies/Social Emotional	For Focus Area 4: College & Career Readiness standards will help us to prepare our students for high school and beyond.

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <ul style="list-style-type: none"> • MTSS/RtI • Reading Interventionist • Leveled Literacy Interventions (LLI) • Repeated Reading • Marzano: <ul style="list-style-type: none"> ○ Focus on Greek & Latin roots ○ Vocabulary instruction • Wow Word Program • Vocabulary rich environment • Hands-on/Technology

- Raise vocabulary expectations

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:
Not applicable

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:
Not applicable

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- MTSS/RtI
- Reading Interventionist
- Leveled Literacy Interventions (LLI)
- Repeated Reading
- Math Minutes
- Daily math Review

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:
Not applicable

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:
Not applicable

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- LLI

- MTSS/RtI
- Exact Path
- Math Minutes
- Daily Math Review

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

Not applicable

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Not applicable

V. Design a professional development plan

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1 Vocabulary Instruction	<ul style="list-style-type: none">Teachers will meet during grade level collaborations, at least 2 times per month..Professional development sessions will take place, at Lincoln, and will focus on increasing teachers' knowledge.Teachers will be provided with training in vocabulary instruction.	This goal will allow teachers to analyze lessons and use lesson study data to help teachers/grade level teams improve practice.
2 Writing Traits	<ul style="list-style-type: none">Teachers will meet during grade level collaborations, at least 2 times per month..	This goal will allow teachers to analyze lessons and use lesson study data to help teachers/grade

	<ul style="list-style-type: none"> Professional development sessions will take place, at Lincoln, and will focus on increasing teachers' knowledge. Teachers will be provided with training in comprehension strategies. 	level teams improve practice.
3 Math Strategies	<ul style="list-style-type: none"> Teachers will meet during grade level collaborations, at least 2 times per month.. Professional development sessions will take place, at Lincoln, and will focus on increasing teachers' knowledge. Teachers will be provided with strategies that will improve computation. 	This goal will allow teachers to analyze lessons and use lesson study data to help teachers/grade level teams improve practice.
4 Social/Emotional	<ul style="list-style-type: none"> Morning meetings will be held to address social emotional meetings. 	Professional development sessions will support this goal throughout the year.
<i>Professional Development Offerings</i>		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1 Vocabulary Instruction	<ul style="list-style-type: none"> Teachers will meet during grade level collaborations, at least 2 times per month. Teachers in grades 3-5 	Professional development sessions will support this goal throughout the year.

	<p>will begin to identify academic vocabulary that will be included in the interactive vocabulary notebook or vocabulary instruction.</p> <ul style="list-style-type: none"> Professional development sessions will take place, at Lincoln, and will focus on increasing teachers' knowledge in vocabulary instruction. Teachers will be provided with training in vocabulary instruction. 	
<p>2 Writing Traits</p>	<ul style="list-style-type: none"> Teachers will meet during grade level collaborations, at least 2 times per month. Teachers in grades 3-5 will begin to identify writing strategies to promote informational, persuasive, and narrative writing. Professional development sessions will take place, at Lincoln, and will focus on providing teachers with writing strategies. 	Professional development sessions will support this goal throughout the year.
<p>3 Math Strategies</p>	<ul style="list-style-type: none"> Teachers will meet during grade level collaborations, at least 2 times per month. Teachers in grades 3-5 will begin to identify math strategies to improve students' skills. Professional development sessions will take place, at Lincoln, and will focus on providing teachers with strategies to improve math skills. 	Professional development sessions will support this goal throughout the year.

4 Social Emotional	<ul style="list-style-type: none"> Professional development sessions will take place, at Lincoln, and will focus on increasing teachers' knowledge. 	Professional development sessions will support this goal throughout the year.
<i>Professional Development Resources</i>		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		
PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1 Vocabulary Instruction	<ul style="list-style-type: none"> Greek & Latin roots Grades 3 through 5--interactive vocabulary notebooks that focus on Greek and Latin root words, prefixes, and suffixes. Wow Word Program 	<ul style="list-style-type: none"> Vocabulary rich resources Phonics practice
2 Comprehension strategies	<ul style="list-style-type: none"> Turn to partner Questions Manipulatives visual/auditory/hands-on lessons High-interest literature Opportunity for students to make predictions; use context clues; identify major events; author's purpose; summarize. etc. Guided Reading/Math Differentiation Observations (NIET) Administrative walkthroughs Inclusion of LDP/Sp Ed 	Will be decided
3 Computation	<ul style="list-style-type: none"> Math calendars Math apps/flash cards (nightly) Weekly tests (untimed) 	Will be decided

	<ul style="list-style-type: none"> • Word Wall--Math vocabulary • STEM--Math 	
4 Social Emotional	<ul style="list-style-type: none"> • Indiana Social-Emotional Learning Competencies • Research to support the need for social/emotional support 	
<i>Professional Development Evaluation</i>		
For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1 Vocabulary Instruction	Teachers will complete exit slips at the end of PD sessions. Administrators and the leadership team members will continue to survey teachers and identify professional development needs.	<ul style="list-style-type: none"> • Exit slips • Walkthroughs • Teacher Observations
2 Comprehension strategies	Teachers will complete exit slips at the end of PD sessions. Administrators and the leadership team members will continue to survey teachers and identify professional development needs.	<ul style="list-style-type: none"> • Exit slips • Walkthroughs • Teacher Observations
3 Computation	Teachers will complete exit slips at the end of PD sessions. Administrators and the leadership team members will continue to survey teachers and identify professional development needs.	<ul style="list-style-type: none"> • Exit slips • Walkthroughs • Teacher Observations •
4 Social-Emotional	We will monitor the tardy trends.	<ul style="list-style-type: none"> • Morning Meetings

VI. Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.

Signatures

Tami Smolen	Teacher	Kindergarten Teacher	
Annette Huseman	Teacher	1 st Grade Teacher	
Sunshine Miranda	Teacher	2 nd Grade Teacher	
Paige Brown	Teacher	3 rd Grade Teacher	
Natalie Bevil	Teacher	4 th Grade Teacher	
Crystal Nelson	Teacher	5 th Grade Teacher	
Miriam Soto-Pressley	Language Development Program	Language Development Teacher	
Myriah Hernandez	Special Education	Special Education Teacher (Intermediate)	
Denise Sorge	Title 1	Title 1 Interventionist	
David Sutkowski	Special Area	PE Teacher	
Barbara Marshall	Support Staff	Title 1--Family Involvement Coordinator	
Makaena Toodle	Custodial	Head Custodian	
Anthony Mierwa	Grandparent	Parent Representative	
Wilma Vazquez	Administrator	Assistant Principal	
Yolanda Bracey	Administrator	Principal	