School Improvement Plan

Lincoln School

Public Schools of Petoskey

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2016-17 Lincoln School Improvement Plan - August 30th

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lincoln is a K-5 building comprised of 280 students in Petoskey, MI. Petoskey is a resort-rural community of nearly 6,000 year-round residents. The economics of job loss in our state has impacted our district. A gradual shift in the number of professional career opportunities to an increasingly unskilled work force has translated to an over 20% gain in at-risk families to our school. Lincoln's at-risk student population is for the first time, over 50% and our largest challenge in terms of partnering with parents in new ways to promote the success of children and adjusting instructional techniques to meet the varied needs of learners who have environmental obstacles to overcome. Our largest subgroup of students are Native Americans belonging to the Odawa and Little Traverse Bay Bands. The majority of our teaching staff holds masters level degrees and our average years of teaching experience is over 15 years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Public Schools of Petoskey is a "Special Place for Everyone" with an intentional focus of moving from good to great. The mission of Lincoln Elementary School is to hold high expectations in challenging each student to develop to their fullest potential. Our goal is to continue to provide a quality education for all students and to promote self-esteem and creativity in a positive and nurturing environment. Lincoln is an improvement-minded learning environment and is sustained through an ongoing focus on the needs of individuals. Our "Good to Great" plan uses data, research, professional development, multiple communication mechanisms, and collaborative teams as intertwined components to inform teaching and bring about student success. Our mission is optimal student growth, and it is accomplished through aligned curriculum, common course pacing, balanced assessment plans, appropriate interventions, exceptional instruction, parental/community involvement, and a single-minded concern for the "whole child". It is our firm belief that all of our students can and do learn through the many opportunities afforded them and the united dedication of our staff and families.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Student achievement is steadily improving at Lincoln as supported by formal and informal assessment data (common grade-level assessments, district writing prompts, DIBELS, DRA, NWEA, MEAP). MEAP reading scores have increased by the following percentages in the last three years (2009-2012): 3rd grade 7% (79% proficiency) and 5th grade 15% (93% proficiency). Meap math scores have increased by the following percentages in the last three years: 3rd grade 10% (60% proficiency), 4th grade 3% (68% proficiency), and 5th grade 26% (67% proficiency). MEAP writing scores have increased by 8% (67% proficiency) and science scores by 10% (26% proficiency). The only area not showing a three year increase is 4th grade reading with proficiency levels maintaining at 83%. Key to our improvement efforts have been a new team intervention approach. Tier II reading interventions are scheduled outside a 90-minute literacy instructional block of time. Students in each grade level report to "book club" to receive literacy support/tutoring during a 30 minute time common to that grade-level. Interventions are goal and strategy specific to target needs of individual students. Students are grouped iwth others who have similar learning needs. Differentation is occurring with at and above grade level students in classrooms during Tier II intervention time. Tier III one-on-one support adds an additional 30 minutes of literacy support for students in need of more intense interventions. Teachers and Title I tutors have conferencing days to review student progress and adjust instructional goals and strategies for students recieving interventions. Staff manages a data wall that tracks and reports all students progress throughout the year. Celebrations of data wall successes/student learning is quickly becoming part of our building culture. In addition, staff are committed to the concept of "good fit" books. The use of DRA data has helped us label our library and classroom libraries to better identify books that will help all readers most efficieny make reading progress. Students and parents are part of our regular and ongoing discussions about helping students find "good fit" books. Work to make math thinking visible is also part of our strategic work. Staff continue to collaborate, identify resources, and attend trainings to help students develop a more comprehensive, deepened, and conceptual understanding of math. Efforts to expand informational reading and writing are also starting to show dividends in student learning. Our challenges for the future include improving science through inquiry and STEM-based learning opportunities and continuing to meet the emotional/social needs of an increasing at-risk student population.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Lincoln Elementary School is dedicated to meeting the needs of every child to live up to our expectation of being a special place for everyone. Each child is uniquely gifted. The staff at Lincoln believes it is our responsibility to nurture the natural gifts each child possesses and cultivate those yet to be realized.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All staff members, staff, administration (district and school level), and parents are involved in the school improvement process, and thereby the development of the school improvement plan. District learning targets and goals are set by our district teaching and learning council (TLC) representatives in response to data and careful learning gap analysis. TLC members include parents, staff from each school building in the district, district and school administrators and Board of Education members. TLC meetings are open to all stakeholders, published on websites, emailed to all district staff, and included in school newsletters and bulletins to all stakeholders. School-based improvement plans are generated from stakeholder input shared at school improvement committee meetings (SIC), staff meetings, PTO meetings, and stakeholder surveys.

Parents, aides, and teachers serve on our school improvement committee. Parents of children receiving enrichment, Title I, and special education services are members of this committee. This committee meets four-five times per year and meetings are scheduled after school around parent/staff availability. School improvement committee members are committed to our shared purpose: 1) Impact learning 2) Communicate with Stakeholders 3) Share information and resources. These three purpose statements appear at the top of every agenda and define the scope and work of the team.

Staff meetings are held once per month, at minimimum. All staff are invited and encouraged to attend through electronic weekly staff updates. Staff meetings are intentionally focused and agenda items prioritized to maximize time spent on instructional strategies and school improvement processes that most impact student learning. Staff are encouraged to talk with administration about any agenda items they would like to see included.

Lincoln has an active parent-teacher organization (PTO) that meets monthly. All parents and staff, by virtue of belonging to our school family, are members of our PTO and invited to all meetings, events, and activities. PTO meetings are published in monthly newsletters and in flyers given out at open house, Title I night, parent-teacher conferences, and parent communication nights. Our PTO assists the school in accomplishing school improvement initiatives that require volunteers, funding, programming, or other organizational support. The school improvement plan goals are shared with our PTO at the start of each school year during a planning meeting. PTO goals are then organized to support annual improvement goals.

Lastly, Lincoln provides survey opportunities for stakeholders to give input on overall school performance and specific programs and initiatives (summer school, parent communication night, etc.). Some surveys are available online and all are available in paper-pencil format. Parents were encouraged to complete surveys during parent communication nights, parent-teacher conferences, and TItle I night in addition to regular communication channels (email, teacher-parent, administrator-parent meetings, etc.). Staff input is also collected through various surveys (Intervention survey, annual stakeholder survey, etc.). Input collected is used, in addition to student performance data, to drive school improvement planning and goals.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

District TLC (parents, district administrators, building administrators, aides, teachers, Board of Education trustees)- Reviewed district data, conducted gap analysis at district level, set and shared proficiency targets and district goals

Lincoln SIC (parents of general education, special education, Title I, and enrichment students, teachers, Title I aides, health care aides, general education teachers, special education teacher, building principal)- Gather and analyze stakeholder input (surveys, informal feedback, etc.) and learning data, identify learning/instructional strengths and weaknesses, share research/ideas/information relevant to learning/instructional weaknesses, present data and related research to staff, assist/support implementation and assessment of school improvement initiatives

Lincoln staff (general education teachers, special education teacher, health care aides, TItle I aides)- Consider data and research presented by school improvement committee with regards to learning/instructional strengths and weaknesses, develop school improvement goals and strategies in response to SIC work, implement and monitor progress of school improvement goals, strategies and activities, review draft of SIP and suggest revisions

Lincoln principal- Collect, display, and share student performance data with SIC; communicate the relationship between TLC and SIC data, goals and strategies to all stakeholder groups; share instructional best practice resources with SIC; plan for and assist SIC in sharing relevant data and research with staff at staff meetings, write draft SIP based on collaborative efforts and input of SIC and staff, revise SIP following staff input, share final SIP with PTO, SIC, and staff

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is shared with PTO members at the first planning meeting of the year, with staff at scheduled summer work sessions, and with SIC at our first meeting of the year. Additionally, our SIP goals are published to all stakeholders in our first monthly newsletter and all staff receive a written graphic overview of goals, strategies, and activities in their first-day packets upon return to school in the fall.

Stakeholders recieve regular progress updates in newsletters, weekly staff updates, parent communication nights, TItle I night, and at PTO, SIC, and staff meetings throughout the year.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Challenges include helping families access affordable support services (medical, counseling, mental health, housing, etc.) outside the school to support the growth and development of children and keeping pace with the increasing numbers of emotional/behavioral needs of at-risk students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our daily attendance is at or above 95%. This is not an area of challenge at this time.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

An increasing number of students with EI and ASD disabilities who require continual care, intervention, and support throughout the day to remain appropriately engaged in learning.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Lincoln started a TLC (think-learn-connect) center to support special needs students in learning alternative and positive coping mechanisms for conflict resolution, handling frustration, and sensory needs throughout the day. This has greatly improved students' ability to access the general education curriculum.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The building leader has 12 years of teaching experience and 6 years of administrative experience. This experience is helpful in the areas of instructional coaching, student discipline, and forging positive parent and community partnerships that benefit student learning and the school.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

While we have a few teachers with under 5 years of experience, the majority have between 9-15 years and a few have over 15 years of experience. This balance lends to an environment of sharing amongst staff and building leadership.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The school leader annually uses fewer leave days than allowed by contract. The majority of absences are to support school/district initiatives, administrative collaboration within and between districts, and professional development efforts.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The majority of absences are to support school/district initiatives, teacher collaboration within and between districts, and professional development efforts.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

No teacher/leader demographic challenges exist at this time.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Student growth data analysis, interventions/supports/enrichment for students at all levels, focused work on instructional strategies to support learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Increasing at-risk demographics.

12. How might these challenges impact student achievement?

all students

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

ffff

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

ffff

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

ffff

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Lincoln uses the IEP process to determine which students with special needs might be eligible for extended learning opportunities. We also

use our data team and data analysis processes to determine which students qualify for summer school programming, PALS enrichment programming consideration, etc. Students who are recommended must also meet federal funding and program criterion (i.e. Title I for summer school).

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our data team works to collect and analyze data in each of the four core content areas throughout the year. Trends, K-5, as well as grade level gaps in student achievement are identified. These gaps become the focus for continued PD, PLC work, and school improvement goals. Thus far, our students have far exceeded state averages in all core areas and are making gains on areas targeted by school improvement plans.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We did not participate.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students achieve at the 95th percentile or above in reading. Reading achievement and progress are measured three times annually be the NWEA, four times annually by the DRA, and three times annually in grades K-2 using DIBELS. Data drives decision making to determine "best fit" books and interventions for students at all reading levels.

19b. Reading- Challenges

Students who do not begin at Lincoln school and transfer into our school after second grade have the most significant challenges in reading, as identified by data.

19c. Reading- Trends

Reading trends indicate that students who receive early intervention support make grade level progress prior to middle school.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on

tiered instruction if appropriate.

Early assessment of students who move into our district (i.e. short version of NWEA) will be a priority to starting interventions with students who may have not received effective instruction and interventions at prior schools.

20a. Writing- Strengths

Student writing is improving in all three areas, informational, narrative, and opinion. Student strengths include comprising a valid thesis/topic sentence and giving supporting details. Summarizing and retelling skills have dramatically improved.

20b. Writing- Challenges

Writing stamina continues to be a challenge as does developing clear and consistent scaffolding and expectations for writing, K-5.

20c. Writing- Trends

See prior answer on challenges.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are working on the implementation of Lucy Calkins writing units this year. This includes setting norms for using the rubrics (informational, narrative, and opinion) to assess and provide feedback to students on their writing. Emphasis is on creating a spiraled, explicit set of clear writing targets and providing explicit feedback on student writing to help them reach those targets, K-5. This includes building writing stamina in all students, K-5.

21a. Math- Strengths

Students continue to improve in the area of basic math computation and geometry.

21b. Math- Challenges

Time and fractions continue to be difficult for students, as do authentic problems (application of skills) that require critical thinking, and math vocabulary.

21c. Math- Trends

See challenges.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math goals focus on concentrated content efforts in the areas of fractions, time, and problem solving/critical thinking. They also focus on using PLC and PD resources to establish a common math vocabulary and increasing student engagement, talk, and visible thinking in math.

22a. Science- Strengths

We do not see many strengths in science at this time.

22b. Science- Challenges

Integration of science across the curriculum, application of science literacy skills, strategies that build student engagement, and NGSS practices are current challenges.

22c. Science- Trends

See challenges.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our SIP plan includes strategies and activities to boost student engagement and learning through the integration of STEM, engineering and modeling practices, giving students increased opportunities to design, experiment and use critical thinking/problem solving skills.

23a. Social Studies- Strengths

Students exceed state standards in this area.

23b. Social Studies- Challenges

Increasing student engagement through authentic experiences.

23c. Social Studies- Trends

See challenges.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

SIP plan goals focus on increasing student engagement, authentic experiences, and common vocabulary.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Relationships with teachers and staff, extended learning experiences (assemblies, field trips, summer school, etc.), and positive school climate.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Homework

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Efforts to make sure homework is authentic, engaging, and appropriately aligned to needs of students.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Relationships with staff and teachers, recognition of student efforts and achievements, meeting students' needs.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Lack of afterschool programming/latchkey services at school

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Continue to build partnership with YMCA through grant funding to increase afterschool programming for families.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Intervention services for students

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Support services for students who struggle with extreme behavior/mental health challenges.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Development of new district program to serve students with severe behavioral challenges.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Community parterships (Strings program, YMCA, Little Traverse Conservancy, book sellers/author visits, etc.).

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

NA

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

NA

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

See prior responses.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

See prior responses.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

See SIP plan.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Annual literacy tests include: K-2 DIBELS, K-5 DRA (1-4 times annually, depending on grade level and intervention monitoring status), 2-5 NWEA (3 times annually), 3-5 MEAP reading and 4th grade writing, K-5 district writing prompts, classroom assessments (spelling inventories, common grade-level assessments, fluency assessments, etc.) Annual math tests include: 2-5 NWEA (three times annually), 3-5 MEAP math, classroom assessments (common grade-level assessments, math fluency assessments, Accelerated math, etc.) The district's formal assessment plan has been attached.	Formal District Assessment Plan

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The AER is completed annually and published on our district/school website in addition to hard copies available at all school buildings.	Annual Resport-Calendar

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is a K-5 building. 8th grade EDP's are completed and housed at Petoskey Middle School.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our building is a K-5 school. 8th grade EDP's are completed and housed at Petoskey Middle School.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	All schools review annually the federal laws and regulations prohibing discrimination. Non-discrimination policies are published in our school handbook, annual report, and Board of Education policies, which are all also available online to all stakeholders.	School handbook

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Inquiries or complaints by students and/or their parent(s)/guardian(s) related to discrimination should be directed to: Teaching and Learning Director/Section 504 Coordinator Public Schools of Petoskey Spitler Administration Building 1130 Howard St. Petoskey, MI 49770-0247 231-348-2352	Board of Education Policy

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		School-Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Compact is attached.	School-Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools.   As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Lincoln Elementary School has representatives that attend District Teaching and Learning Council meetings (D-TLC). D-TLC meetings were held on Sept. 26th, Oct. 24th, Feb. 6th, March 6th, April 24th, and May 22nd in 2013-2014. Continual review of district data helps us set district goals, review and adopt appropriate research-based strategies and insure aligned resources are available for instruction. Lincoln communicates the goals and strategies of the district to our Building Teaching and Learning Committee (B-TLC). This team, comprised of diverse parents, teachers, aides, special education professionals, and building administrator, meet regularly (Sept. 12, Dec. 12th, Feb. 27th, and May 29th in 2013-2014) to review building-level, grade-level, classroom-level and individual student data and plan appropriate responses to the changing needs of students. Data reviewed includes NWEA (3x per year), DRA (4x per year), MEAP, DIBELS (ongoing),district writing prompt responses, and common classroom assessments in addition to many informal classroom assessments in all subject areas (reading, writing, math, science and social studies). Data summaries are shared at all-staff meetings (Sept. 3, Sept. 19, Oct. 17, Nov. 21, Jan. 23, Feb. 20, March 20, April 17, May 15 in 2013-2014) allowing all staff to contribute in decision-making about adjustments to enrichment, instruction, and interventions in response to students' needs. Lincoln staff maintain a "data wall" to help us continually track the progress of each individual student in the school toward common grade-level benchmarks. This year, 2013-2014, our B-TLC will add a "data team" to help us add discipline, attendance, demographic, and stakeholder feedback to our data analysis and summaries shared with staff. In the past, this data has been reviewed by the principal and shared with staff at staff meetings or reviewed and summarized by the entire staff. Stakeholder feedback/perceptions is continually collected and reviewed. In addition to a district perception survey available online annually to all education partners (community members, parents, teachers, staff, administrators, students, etc.) and disaggregated by school, Lincoln conducts regular surveys of parents throughout the year (conferences, Title I nights, parent communication nights, summer school). Survey results are shared with the B-TLC and the entire building staff who use data to make changes to programming to meet the needs of families. Parent engagement is carefully monitored and shared with our B-TLC and staff for analysis and decision-making purposes as well. Changes in programming for individuals, subgroups, or the entire student population are based on a variety of these sources (triangulation of achievement data, surveys, engagement rates, student attendance, behavioral referrals, demographic information, etc.). Appropriate benchmarks for each grade level have been established using common core, DRA, NWEA, DIBELS, and MEAP age/grade proficiency ranges. Clear criteria are in place for the referral and participation of students below grade-level benchmarks. Intervention services are prioritized to reach all students below benchmark with those needing the most support recieving the highest frequency and intensity of intervention services available. Tier II and Tier III supports are delivered by highly qualified academic aides during intervention time so that all students participate fully in core instructional periods of time in the classroom. Four times per year, academic aides providing interventions formally meet with classroom teachers to add new students in need of intervention, exit students meeting benchmark, and adjust the goals and/or strategies for students receiving support as necessary. While students are added, exited, and services adjusted during interim times, as needed, these four formal meeting times during the year between academic aides and teachers allow for in depth conferencing and collaboration with regards to meeting student's learning needs.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

A targeted assistance plan is part of our School Improvement Plan (SIP). Goals for meeting the needs of eligible students are written to ensure that eligible students are given the assistance they require to be successful in the five content areas (e.g., reading, writing, math, science, and social studies). Throughout the school year, teachers and academic paraprofessionals work together to identify students in all

grades K-5th who need additional assistance in order to meet grade level goals and content expectations that align with Michigan's Standards and Benchmarks (e.g., GLCEs, CCSS, NGSS, and C3). Multiple measures (as described below) indicate performance trends that are used to identify participating students. Ongoing teacher observations and classroom assessments, parental input, and common grade level assessments are additional measures used to classify areas of need for students who may need supplemental support due to below grade-level achievement in one or more of the five core content areas.

The data is reviewed in present-time and longitudinally using intervention forms and online documents found in INFORM and NWEA. The review is a collaborative effort by classroom teachers, Title I (and other academic) paraprofessionals, special education teachers, and administrators. Academic records are combined to get a picture of a student's overall academic profile and also to identify any changes in that profile. A priority list of students is ranked by grade and subject area based upon need--as evidenced by lowest scores in each subject area and also specific content weaknesses within subject areas. Student data are then reviewed again across grade levels, and a final priority list for supplemental Tier II intervention services during the school day for Lincoln Elementary School is produced. (This same process takes place for our summer learning program.) Progress monitoring continues throughout the intervention process, and students are reconsidered for support four times per year during teacher-academic aide conferencing. (Note: There is also ongoing progress monitoring between meetings to ascertain if students require different services or if supplemental academic services are no longer necessary.)

STUDENT ACHIEVEMENT DATA USED (& Scores Below Grade Level for Ranking):

Kindergarten - Minimally...

Gesell Readiness Inventory (Spring: Preceding Knd by appointment)
MLPP (Sept, Jan., & May Scores 0-6 per Subtest)
DRA (May Scores 0-2)
DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)
District Writing Prompt (Jan. Score 0-1 & May Score 0-2)
Dolch Sight Words (May Kindergarten List)
PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)
Teacher-Created Inventories
Treasures & Triumphs Assessment Inventory

1st Grade- Minimally...

MLPP (Jan. & May Scores 0-6 per Subtest)
DRA (Nov. Scores 0-8 & May Scores 0-14)
DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)
NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)
Words Their Way Spelling Inventory (Jan. Scores Not Proficient)
Dolch Sight Words (May 1st Grade List)
District Writing Prompt (Jan. Score 0-1 & May Score 0-1)
PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)
Treasures & Triumphs Assessment Inventory
Teacher-Created Inventories
Scott Foresman-Addison Wesley Math Diagnosis and Intervention Systems tool

2nd Grade- Minimally...

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Nov. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

3rd Grade- Minimally...

DRA for At-Risk Readers (Nov. Scores 0-30 & May Scores 0-34)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

4th Grade- Minimally...

DRA for At-Risk Readers (Nov. Scores 0-34 & May Scores 0-38)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

5th Grade- Minimally...

DRA for At-Risk Readers (Jan. Scores 0-38 & May Scores 0-40)

NWEA- Reading. Language Usage, & Math (Jan. & April both Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

District Writing Prompt (Jan. Score 0-2 & May Score 0-2)

MEAP, MEAP-Access, or MI-Access with MDE Appointed Subjects (Oct. Level 3/4)

3-Minute Assessment Reading for At-Risk Learners

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Many of our assessment resources are also used to mine the data into smaller bits of information for specific intervention work.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

As indicated above, data from the described national, state, district, PLC-created, and classroom assessment resources were considered to generate the list of eligible students using the below-level cut score information. The assessments not only enable us to rank students, they also help us modify instruction to meet student needs of tiered support (including classroom support). Our staff members work together to provide additional assistance to enable ALL students to meet state standards and benchmarks.

Student progress is reviewed at multiple times during the year (also presented above). All of our assessment resources are used to determine eligibility, and they are also used to mine the data into smaller bits of information to determine specific interventions. For example, Northwest Evaluation Association (NWEA) is research-based and nationally normed, and the data can be divided into subcategories to delineate data by student, subgroup, and full group. The DesCartes section of NWEA provides areas to target for instruction (e.g., multiplying by 2-digit numbers). Likewise, the Michigan Educational Assessment Program (MEAP) also allows us to review student and subgroup gaps in achievement with references to specific areas for improvement within each core area tested. If at any time the instruction team feels that there is not enough available data, they may request further testing from our school psychologist (ISD provided) or gifted and talented teacher. An intervention plan for each student not reaching grade-level expectations in a core academic area (and ranked for intervention) is developed and implemented by the teacher and paraprofessional team.

4. For schools with preschool through grade 2:   Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Pre-Kindergarten:

Although Public Schools of Petoskey does not have a preschool program run by the district, Lincoln is in direct contact with area preschools. Area preschools provide our staff with MLPP assessment information for each child attending compensatory programs. However, Title I funds at Lincoln may be only used only for supplemental interventions in grades K-5th. Preschool families are transitioned to Lincoln through our Kindergarten Round-Up orientation and guided tours of the school. During Kindergarten Round-Up, parents are given information about ways they can help their child prepare for and succeed in school while new students have opportunities for free-play and participation in informal assessment measures. The Gesell Readiness Inventory is administered to younger "potential" Kindergarten students only in the spring preceding kindergarten.

All of the assessment resources below are used to determine eligibility in grades K-2nd Title I programs. Early elementary (K-2) also rely heavily on teacher judgment, pre-school data, and parent information. All assessment resources are used to establish eligibility and help us mine data into smaller fragments of information for specific lesson planning and intervention work.

Kindergarten - Minimally...

Gesell Readiness Inventory (Spring: Preceding Knd by appointment)

MLPP (Sept, Jan., & May Scores 0-6 per Subtest)

DRA (May Scores 0-2)

DIBELS (Sept. Scores 0-3, Jan. Scores 0-14, & April Scores 0-14)

District Writing Prompt (Jan. Score 0-1 & May Score 0-2)

Dolch Sight Words (May Kindergarten List)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Teacher-Created Inventories

Treasures & Triumphs Assessment Inventory

1st Grade- Minimally...

MLPP (Jan. & May Scores 0-6 per Subtest)

DRA (Nov. Scores 0-8 & May Scores 0-14)

DIBELS (Sept. Scores 0-24, Jan. Scores 0-29, & April Scores 0-29)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Jan. Scores Not Proficient)

Dolch Sight Words (May 1st Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

PLC Common Assessments in all 5 content areas (by Trimester Scores set by PLC)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

2nd Grade- Minimally...

MLPP for At-Risk Readers (Jan. & May Scores 0-6 per Subtest)

DRA for At-Risk Readers (Nov. Scores 0-18 & May Scores 0-24)

DIBELS (Sept. Scores 0-29, Jan. Scores 0-51, & April Scores 0-69)

NWEA- Reading & Math (Jan. Below 40th Percentile & April Below 40th Percentile)

Words Their Way Spelling Inventory (Sept. Scores Not Proficient)

Dolch Sight Words (May 2nd Grade List)

District Writing Prompt (Jan. Score 0-1 & May Score 0-1)

Treasures & Triumphs Assessment Inventory

Teacher-Created Inventories

Scott Foresman-Addison Wesley Math Diagnosis and Intervention System tool

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

At the beginning of the school year, a district Title I Referral Form is drawn up for eligible Title I students based on the previous year participation (students not exited from services during the prior year) and current student data analysis. Lincoln's teachers, in collaboration with their Title I/academic paraprofessional team, meet four times per year (fall, winter, early spring, end of year) to rank order students from those with the highest needs to those with the lowest. Then, through the Response to Intervention (RtI) model, decisions are made concerning eligibility for Title I support in Tiers II and III. Teachers may request services for a student at any time and have a specific Tier III application form available for students in need of support already receiving Tier II support. An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Instructional goals are set by the classroom teacher, while the teacher and Title I paraprofessional work together to develop and implement specific strategies during both classroom and intervention time. Each grade level has a designated intervention time to insure all students are present and fully participating in core classroom instruction. Intervention groups are reorganized as needed throughout the school year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Lincoln's School Improvement Plan. Lincoln's Title I parents are informed of their child's eligibility and given the "Parent-Student-School Paraprofessional Compact" to review, sign, and return to the Title I/academic paraprofessional. In the areas of reading, writing, math, social studies, and science interventions are given by the Title I/academic paraprofessionals. These interventions include the "pull-out" model of students in groups of no more than four (Tier II) or one-on-one (Tier III) and the "push-in" model added assistance in the classroom, whether it be one-on-one or small group (see instructional strategies below).

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

General Instruction:
All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, nonlinguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal walkthroughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement.

ELA:
Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self- selected reading, working with words and writing. A leveled book room is being developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade so many leveled readers are available to students so they have opportunities to read on their reading level throughout the day. Grades four and five use the anthology, leveled readers (informational and narrative) coordinated to genre established in the CCSS/GLCES and agreed upon during district and building level meetings, and other informational resources available in text or online. Many of these resources are stored and available in our shared book room.

Writing:
In writing we have gone through a progression of the Collins Writing Program, Six Plus One Writing Traits, and have now adoped MAISA writing units (based on the work of Lucy Calkins). Many staff members have attended and some presented at the Red Cedar Writing Program workshops and shared their expertise with others in a teachers-teaching-teachers format. While analyzing our demographic data, we noticed a gap with boys performing lower in writing. As a result, we have included many more informational type books to give boys more opportunities to read more high interest text they. We have also expanded allowable writing topics to accommodate our boys.

Math:
In math teachers are using the Scott Foresman Math program, Rocket Math, the Accelerated Math Program, the Mastering Numeration program with the last two being on line programs. Part of our school improvement plan was to look at strategies that make math thinking visible. As a result, staff continue to learn the visualization program On Cloud Nine, Visualizing and Verbalizing for Math by Nanci Bell and

Kimberly Tuley (2009) to provide all our students with a deeper understanding of math concepts on a concrete level. Visualization strategies to increase math achievement were a suggested teaching strategy in the document from the National Center for Education Evaluation and Regional Assistance: Institute of Educational Resource Sciences Practice Guide, NCEE2009-4060, U.S. Department of Education. In addition, increased instruction time for math (60 minute per day minimum) was also implemented at all grade levels. Our 2013 MEAP scores continue to reflect lower math scores than reading scores at grades three, four, and five.

Science & Social Studies:

All students receive science and social studies instruction based on the information we have received first as GLCEs and now under CCSS Literacy, Next Generation Science Standards, and C3 Social Studies Standards. Science scores on the 2013 MEAP test continue to be problematic. Because of the overall performance at the grade level, all students need aligned curriculum, improved background knowledge, general and additional instruction, and informational reading strategies to globally improve comprehension of informational text and materials. As in all core areas, classroom performance in Science and Social Studies that indicates difficulty with reading comprehension the is taken into consideration when deciding on additional teacher or paraprofessional help for our students in these subject areas as well. Additionally, students need exposure to highly engaging instruction through inquiry-based authentic learning opportunities. Our teachers continue to receive training focused on these areas. This year, we will be heavily engaged in lesson plan study in the area of science to further examine whether low science proficiency rates are due to misalignment of instruction with state testing measures, instructional time, instructional practices, and/or instructional resources.

Shifting Instructional Practices:

Finally, we are reviewing and implementing the Common Core MAISA Curriculum Units in ELA, Math, & Literacy (across the curriculum) and also the Oakland Units in Science and Social Studies to make the "shifts" in the curriculum and in instructional practices that will enable our students to be college, career, and life-ready as they progress from grade to grade.

As a staff we will be doing a book study on Pathways to the Common Core by Lucy Calkins to assist us in implementing units of study that promote higher level thinking skills aligned to grade level expectations. In working with our Occupational Therapist through Charlevoix-Emmet Intermediate School District, we have devised a variety of sensory tools and put them in place for our general education students who demonstrate a need to move. These tools have enabled some of our students to attend better, remain on task for longer periods of time, and improve their PERSEVERENCE. They include weighted balls for

sitting, wiggle seats, Therabands, fidget tools, and gum.

Data Review & Intervention Placement:

Once we have completed the needs assessment outlined in question #1, our intervention team looks at the data as a grade level and chart where each student falls in reading and math (using percentages). Students who fall below 40% on prescribed assessments are considered a Tier II students. All students start with Tier II instructional support that fall below 40%. Students who do not make suffiicient progress in response to Tier II intervention support (various strategies from 30 minutes one day per week to 30 minutes 5 days per week for 3 week minimum time period), are additionally assigned to Tier III support (30 minutes of additional support from one to five days per week, as needed). Teacher discretion is used when tests give different results, and at times additional assessments or retesting is done to ensure ourstudent data is accurate and updated to show exactly where all students are performing.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placement as outlined through the data review. Students in Tier II may only need extended time, preteaching, additional checks for understanding, or a small review. Title services may provide additional help to these students a few times a week for 30 minutes in group sizes of four or five. Most students in Tier II need 30 minutes each day to work on specific strategies to help them reach proficiency in identified areas of weakness. Students are intentionally grouped so that students working on the same goals and strategies are working together. Students in

Tier III require additional time on concepts for longer periods of time and in a one-on-one setting or a one-on-two setting. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally four times per year in formal meetings between teachers and paraprofessionals to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. In addition, student progress is charted on the data wall and data summaries are shared by the B-TLC data team with all staff at staff meetings.

Primary Intervention Programming:

Lincoln uses a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole-group instruction during some math and science classroom instruction.

"Pull-out" services are only used during non-core instructional time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized to provide up to five levels of instruction and intervention using the same focus areas and topics. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West (2005). We also use the LLI (Fountas and Pinnel) system in our lower grade levels. These programs focus on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practiceis given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area

of need identified in MEAP or other data. In Math, students who are identified by the needs assessment are also classified into our Tiers and individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to remediate students. Students having difficulties grasping skills or bigger concepts are also given more exposure and scaffolding in small group settings using the On Cloud Nine program mentioned previously. In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master concepts.

English Language Learners:

We do not currently have ELL learners enrolled at Lincoln.

Academic Paraprofessional Training:

In addition to the individual planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service trainings held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified duringteacher/paraprofessional or principal/paraprofessional meetings.

Assistance Models:

All intervention models (from teachers or paraprofessionals) provide additional instructional strategies and supports to help each child achieve grade-level standards. Sometimes, this may include introducing students to vocabulary or background information prior to full-group

instruction. Other times, it might include side-by-side support from a Title I/academic paraprofessional during the independent or guidedpractice portion of a lesson. Still other incidences of Title I/academic paraprofessional support are, but are not limited to:

- Center work with below grade-level students or students requiring additional skill support,
- Progress monitoring of Title I/academically weak students,
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts),
- Reading aloud or partner reading to help develop fluency and comprehension,
- Targeting specific skills in reading, math, science, or social studies, and
- Reinforcing concepts (e.g. vocabulary, math/reading strategies, etc.).

In addition to support during the school day, Lincoln provides extended learning opportunities focused on helping eligible students. Theseinclude, but are not limited to:

- A summer learning program (using end-of-the-year data for an individually prescriptive experience)- often for 3 hours a day for 12 days in August and focusing on reading (informational and narrative) and math instruction,
- After-school groups that support success in core academic areas,
- Parent involvement and family learning nights, and
- Leveled readers and online skill development resources (e.g., Reading A-Z, 6-Minute Solution fluency passages with comprehension questions, etc.) for practice at home.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

All students receiving supplemental learning time experienced improved learning as measured by NWEA, MEAP, DRA, DIBELS, and common assessment data. Data wall tracking and INFORM (platform that organizes all student data) help us analyze individual and subgroup growth. Last year, 2013-2014, we exited 5% more students from supplemental learning services (on top of a 15% exit increase in 2012-2013) than we had in previous years, with the majority of our students proficient on normed achievement measures and reaching end-of-year benchmarks. Lincoln was named a REWARD school based on 2013 MEAP scores which indicated our at-risk populations outperformed other similar populations. Michigan Top-to-Bottom rankings placed Lincoln in the 96th percentile of Michigan schools.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Prior to 2012-2013, students receiving supplemental instruction were pulled out of classrooms at various points throughout the day. The past two years, our school implemented a different approach to interventions to minimize the amount of time students spend out of the classroom and eliminate any loss of core instructional time. We now provide supplemental instruction through support during common grade-level intervention time. Each grade level has common 30 minute period in the day that our intervention team works with small groups in and out of the classroom. All students are recieving differentiated reading and math instruction in small groups during this time. Although the teacher sets the goals and strategies for all students, our academic aides work with students who meet criteria for Title I supplemental instruction while the teacher and approved volunteers (retired teachers, parents, etc.) work with students at or above grade level during this common intervention time. Many of our classrooms call this "book club" and/or "flex time". Building schedules indicate blocked intervention time common to each individual grade level. Teachers apply for additional support (Tier III) using a building-wide application form. Requests are considered upon receipt, with priority given to students not making significant progress despite trying a variety of classroom and intervention strategies and increasing the intensity and frequency of intervention time. Teachers and academic aides work together to schedule Tier III time around core instruction, including a 90 minute literacy block, 60 minute math block, and science/social studies instruction. Summer

school is also offered for 8 weeks of the summer to supplement learning for students who meet Title I eligibility criteria.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

General Instruction:

All students receive instruction in both whole group and small group lessons directed by the classroom teacher. Teachers' lessons are based on the ITIP model and include the instructional strategies of identifying similarities and differences, summarizing and note taking reinforcing effort, providing recognition, nonlinguistic representations of mental images, kinesthetic activities and pictures, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers. The instructional methods used in classrooms are models and explains, guided practice, supported applications and independent practice. Principal walkthroughs focus on seeing these elements happening in all classrooms with attention also paid to how teachers are evaluating for understanding, differentiating instruction, the general classroom environment, and student engagement.

ELA:

Language Arts lessons are at least a ninety minute part of the instructional day and are based on the balanced literacy approach that includes guided reading, self- selected reading, working with words and writing. Many of our teachers use the Daily 5/Cafe instructional platform. A leveled book room is being developed for grades K-5 and the Treasures Reading program has been adopted for district use Kindergarten through 3rd grade. We are also currently labeling all books in our library with DRA levels so that all readers can find "just right fit" books. Many leveled readers are available to students so they have opportunities to read on their reading level throughout the day. Grades four and five use the anthology, leveled readers (informational and narrative) coordinated to genre established in the CCSS/GLCES and agreed upon during district and building-level meetings, and other informational resources available in text or online. Many of these resources are stored and available in our shared book room.

Writing:

In writing we have gone through a progression of the Collins Writing Program, Six Plus One Writing Traits, and several years ago adopted Lucy Calkins, A Guide to the Writing Workshop, (2006) as the foundation of our writing program. Many of my staff members have attended and some presented at the Red Cedar Writing Program workshops and shared their expertise with others in a teachers-teaching-teachers format. While analyzing our demographic data, we noticed a gap in fourth grade writing scores with boys performing lower in writing. As a result of research analysis on boys and writing (see writing goal citations), we have included many more informational type books to give boys more opportunities to read more high interest text they. We have also expanded allowable writing topics to accommodate our boys.

Math:

In math teachers are using the Scott Foresman Math program, Rocket Math, the Accelerated Math Program, the Mastering Numeration program with the last two being on line programs. Due to lower scores in math than reading across student populations, part of our school improvement plan was to look at the visualization program On Cloud Nine, Visualizing and Verbalizing for Math by Nanci Bell and Kimberly Tuley (2009) to provide all our students with a deeper understanding of math concepts on a concrete level. Visualization strategies to increase math achievement were a suggested teaching strategy in the document from the National Center for Education Evaluation and Regional Assistance: Institute of Educational Resource Sciences Practice Guide, NCEE2009-4060, U.S. Department of Education. In addition, increased instruction time for math was also implemented at all grade levels. Our 2013 MEAP scores continue to reflect lower math scores than reading scores at grades three, four, and five.

Science & Social Studies:

All students receive science and social studies instruction based on the information we have received first as GLCEs and now under CCSS Literacy, Next Generation Science Standards, and C3 Social Studies Standards. Science scores on the 2012 MEAP test continue to be problematic, although well above the state average. Because of the overall performance at the grade level tested, all students need aligned curriculum, improved background knowledge, general and additional instruction, and informational reading strategies to globally improve comprehension of informational text and materials. As in all core areas, classroom performance in Science and Social Studies that indicates difficulty with reading comprehension the is taken into consideration when deciding on additional teacher or paraprofessional help for our students in these subject areas as well.

Shifting Instructional Practices:

Finally, we are reviewing and implementing the Common Core MAISA Curriculum Units in ELA, Math, & Literacy (across the curriculum) and also the Oakland Units in Science and Social Studies to make the "shifts" in the curriculum and in instructional practices that will enable our students to be college, career, and life-ready as they progress from grade to grade.

In working with our Occupational Therapist through Charlevoix-Emmet Intermediate School District, we have devised a variety of sensory tools and put them in place for our general education students who demonstrate a need to move. These tools have enabled some of our students to attend better, remain on task for longer periods of time, and improve their PERSEVERENCE. They include weighted balls for sitting, wiggle seats, Therabands, fidget tools, and gum.

Data Review & Intervention Placement:

Once we have completed the needs assessment, teachers, academic paraprofessionals, and the principal look at the data as a grade level and chart where each student falls in reading and math (using percentages). Students who fall below 40% on prescribed assessments are considered a Tier II student. Tier II students are prioritized, based on triangulation of data, to determine the intensity and frequency of programmed interventions. Not all students receiving Tier II supplemental instruction receive the same level of support. These levels are adjusted based on progress monitoring analysis. Students who are not adequately responding to a varity of intervention strategies offered, increased intensity or frequency of support are targeted for additional, Tier III supplemental support. Often, these students fall well below the 40th percentile on prescribed assessments. Students recieving Tier III support receive up to 60 minutes total (Tier II and III) support daily, although each student's intervention plan differs according to their needs and response to interventions.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placement as outlined through the data review. Students in Tier II may only need extended time, preteaching, additional checks for understanding, or small group review. Title services may provide additional help to these students a few times a week for 30 minutes in group sizes of four or five. Students in Tier III may require additional time on concepts daily for longer periods of time and in a one-on-one setting or a one-on-two setting. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally four times per year in formal meetings between teachers and paraprofessionals with plan reviews happening between formal meetings to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. During the intervention sessions, paraprofessionals keep records of the individuals and groups they met with, the instruction that was given, the outcomes of the interventions, and time spent with each group/individual. These records are reviewed at formal and informal meetings with teachers and the principal.

Primary Intervention Programming:

Lincoln implements a "push-in" assistance model to improve student learning through added one-on-one assistance and support during andafter whole-group instructions when possible, and within multiple forms of small-group instruction. For example, the "push-in" model is

used for rotating center activities and during guided/independent practice opportunities for students.

"Pull-out" services are only used during non-core instructional time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized to provide up to five levels of instruction and intervention using the same focus areas and topics. LLI by Fountas and Pinnel is also used to supplement reading instruction. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West (2005). This program focuses on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practice is given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area

of need identified in MEAP or other data. In Math, students who are identified by the needs assessment are also classified into our Tiers and individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to remediate students. Students having difficulties grasping skills or bigger concepts are also given more exposure and scaffolding in small group settings using the On Cloud Nine program mentioned previously. In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master concepts.

English Language Learners:
We currently do not have any enrolled ELL students.

Academic Paraprofessional Training:
In addition to the individual planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service trainings held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Assistance Models:
All intervention models (from teachers or paraprofessionals) provide additional instructional strategies and supports to help each child achieve grade-level standards. Sometimes, this may include introducing students to vocabulary or background information prior to full-groupinstruction. Other times, it might include side-by-side support from a Title I/academic paraprofessional during the independent or guided practice portion of a lesson. Still other incidences of Title I/academic paraprofessional support are, but are not limited to:
- Center work with below grade-level students or students requiring additional skill support,
- Progress monitoring of Title I/academically weak students,
- Reinforcing specific skills taught by the teacher (i.e.: phonics, spelling rules, basic math facts),
- Reading aloud or partner reading to help develop fluency and comprehension,
- Targeting specific skills in reading, math, science, or social studies, and
- Reinforcing concepts (e.g. vocabulary, math/reading strategies, etc.).

In addition to support during the school day, Lincoln provides extended learning opportunities focused on helping eligible students. These include, but are not limited to:

- A summer learning program (using end-of-the-year data for an individually prescriptive experience)- often for 8 weeks during July and August and focusing on reading, math, and science concepts providing a specific challenge to invited students or our student population as a whole (identified using multi-year trend data)

- After-school groups that support success in core academic areas,

- Parent involvement and family learning nights, and

- Leveled readers and online skill development resources (e.g., Reading A-Z, 6-Minute Solution fluency passages with comprehension questions, etc.) for practice at home.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Students and parents are invited to a Kindergarten Round-Up in the spring of the year prior to attending Lincoln. Photo books about Lincoln are sent home with students. These books include photos of Lincoln's principal, kindergarten teachers, Title I/academic paraprofessionals, and other relevant staff. Teacher letters contain suggested activities for helping students transition to kindergarten are also sent home.

Examples of these suggested activities include:

- Set aside a special time to read to your child each day.

- Encourage the artist in your child. Provide crayons, safety scissors, and large paper.

- Help your child practice writing his or her first name. Start with a capital letter, then, use lower case for the rest.

In addition, a letter from the teacher is sent home in August introducing the teacher and welcoming the students to their classroom. In the fall, an Open House is held the night before school starts for parents and students to once again meet the teacher and familiarize themselves with the classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Highly qualified status is a pre-requisite of employment. All academic paraprofessionals, including Title I, ELL, and "At Risk" academic paraprofessionals are also highly qualified. All have a minimum of 60 credit hours from an accredited college or university or have been otherwise certified through our ISD (e.g., Work Keys). In addition, many of the district's paraprofessional staff members hold Bachelor's Degrees and teaching certificates.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Highly qualified status is a pre-requisite of employment. All teachers in the Public Schools of Petoskey are highly qualified. They are fully certified and endorsed by the State of Michigan in their primary area of instruction. Most also hold Master's Degrees or higher in English/language arts, math, science, social studies, the arts, physical education, world languages, curriculum and instruction, or technology.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Lincoln uses the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Pupil services personnel are trained and managed through our district office. Parents are invited and encouraged to attend Open House, Title I night in the fall, parent communication nights, conferences, assemblies, field trips, and are welcome in classrooms as helpers and visitors. These experiences all provide opportunities for parent partership and learning.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Attached is our district professional development plan. In addition, teachers also engage in PD opportunities provided within the context of regular staff meetings, building PD opportunities, grade-level PLC's, opportunities to observe other schools and classrooms internal and external to the district, and in response to their own professional, annual goal setting processes.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Lincoln's Teaching and Learning Committee (school improvement team) meets regularly and includes parent members. We have an extremely active PTO here that involves many parents and staff and facilitates numerous activities in our school. Title 1/31A parents/guardians are invited to attend Lincoln's School Improvement Team meetings throughout the year, including those that help us prepare for the upcoming year's response to student learning needs. Parent suggestions serve as important part of program development and evaluation. In addition, parent surveys or suggestion/comment cards are used at conferences, at all parent/family events, and extended learning opportunities (i.e. summer school). In addition, a district perception survey is available online at our website. Any and all informal feedback from parents given to staff is shared at staff meetings.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

We continually attempt to engage our parents in many aspects of our Title1/31A and Target-Assist programs. Parents of eligible students are informed and given a "Parent-Student-School Paraprofessional Compact." An intervention plan for each student not reaching grade level expectations in core academic areas is developed and implemented by the teacher and Title I/academic paraprofessional. Parents are kept informed through Title I Progress Reports given at Parent-Teacher Conferences, phone calls, personal notes, newsletters, informational billboards, and our Title I/academic paraprofessional website. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met.

* Every fall we conduct a Title 1 Family Night where we disseminate information regarding who we are and what services we provide for the students. We discuss and demonstrate ways for parents to participate in their child's education at home such as how to select books at their level and use reading strategies with them. We provide training on how to access our District's and Lincoln's websites to facilitate communication with our staff and use the many available learning sites with their children.

* Lincoln conducts parent communication nights which help parents understand and partner with us on education initiatives (common core, DRA and just right fit books, I can statements, technology apps, etc.). We often use these nights to also spotlight current student work and projects, giving parents a chance to connect to their children's learning progress and interests outside of conferences.

* Throughout the year our Lincoln PTO sponsors and invites families to visit and participate in many activities (Field Day, Laps for Lincoln, Clean and Green Day, Care and Share, Giving Tree, etc.)

* Year-round we maintain locations in our hallways and send home building and classroom newsletters containing a variety of school-to home connections and ideas for supporting learning at home.

* In Lincoln's Media Center we maintain a section of books and educational games devoted entirely for families to check out and use at home.

* Whenever parents request more information and/or materials for working with their children at home, we compile a variety of packets including such items as take-home booklets, fluency practice reading material, spelling / vocabulary lists and writing "journals".

* We continually encourage all parents to visit and/or volunteer in their child's classrooms and other school activities. Many of our family members serve as informal instructors for Junior Achievement lessons and as reading and math small group helpers. In addition to the weekly newsletters that classroom teachers send out, all families are sent monthly calendars of school activities.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Through Lincoln's "open door" policy and our multitude of previously described activities, we ensure parents have many ongoing opportunities to share experiences and make suggestions regarding our programs. We conduct formal annual parent/family surveys at the both district and school level as well as our separate Title 1 Parent Survey. We also provide opportunities for written and anonymous feedback at all Title I activities/events. The results of these are reviewed and discussed at staff meeting and responded to in a timely manner.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Please see parent involvment plan attached.

5. Describe how the parent involvement activities are evaluated.

The parent involvement plan will be evaluated through parental attendance at school conferences, student activity programs conducted during school hours and special nights, and parent volunteering in the classroom. In addition, families are requested to answer both a school wide survey and a Title 1 Parent Survey which include questions assessing the effectiveness of these parent involvement activities.

6. Describe how the school-parent compact is developed.

The parents/guardians of each targeted Lincoln student must sign our "Parent-Student-School Paraprofessional Compact", or agreement of responsibilities. This compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Yes. See attached.	

8. How does the school provide individual student academic assessment results in a language parents can understand?

To effectively communicate a child's assessments, results and goals the Lincoln staff employs several means. In addition to the general education Report Cards issued during the year, Academic Paraprofessionals are available for all parent/teacher conferences where we review Title I progress and explain current targeted skills and goals being worked on, with associated test data, as well as what future levels of achievement we are aiming at for the child. Parents are given several data reports in the forms of graphs and/or written explanations (NWEA, MEAP, DIBELS, Accelerated Math and 6-Minute Solutions summaries) to show their student's continuing progress in reading, writing, math, social studies and science. Teachers and Paraprofessionals are all available before or after school, or at any scheduled time, to discuss and further explain these items with parents, and address any other issues or questions they may have. Our school e-mail addresses, web pages and phone numbers are made available to families to facilitate communication. In addition, overall school data is shared in annual reports, district and building newsletters, and our website.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact will be presented and reviewed with the family at parent/teacher conferences to revisit and assess how the student's educational partnership plan is progressing. This compact form has been and will continue to be revised and updated each year based on staff and parent input and suggestions.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The following Federal, State, and local agencies, programs, services, and activities provide additional experiences or resources that benefit our Title I and At Risk students and coordinate Title I, general education, and special education instructional services with local, state, and federal programs. There is ongoing communication between Title I academic paraprofessionals, teachers, administrators, and Title VII personnel regarding shared students. Also, Lincoln's Title I academic paraprofessionals and teachers communicate shared student information with the Char-Em ISD School Psychologist, Occupational Therapist, Speech Therapist, and Social Worker.

Lincoln Elementary School:

1. Takes part in the Federal Nutrition Program for breakfast and lunch with Free/Reduced lunch provided to qualifying students.

2. Partners with the Manna Project to provide identified students with weekend food packages.

3. Works with Title VII, Indian Education, coordinator and program for tutoring services to tribe member's children.

4. Partners with the Big Brothers/Big Sisters national mentoring program to provide mentors to referred students. Referral is by teacher request with parent permission received.

5. Provides Homeless services under the McKinney-Vento Act.

6. Partners with Junior Achievement Organization to supplement economic curriculum lessons for all students.

7. Received a grant through the Charlevoix County Community Foundation for the Hestia Woman' Circle that promotes leadership in women to provide extended day opportunities for girls to learn leadership skills and promote healthy life choices.

8. Received a grant through the Harbor Springs Community Foundation to provide Special Education Teachers the On Cloud Nine visualizing materials.

9. Received grants from the Petoskey Education Foundation to provide mentor texts for the Lincoln Book Room mentioned in our School Improvement Plan to provide high interest text for boys, increase information text reading/writing, and provide just right fit books for all students.

10. Meets with the Char -Em ISD TEAM (psychologist, speech therapist, occupational therapist and social worker) on the third Monday of the month to discuss students, look over progress monitoring and interventions in place for students, and in conjunction with the classroom teacher, Title paraprofessional., Special Education Teacher and principal determine whether formal evaluation for special education is needed.

13. Partners with the Holy Christ Child organization to provided food and presents during the holiday times of November through December for families indicating they need help during the holidays.

14. Student council participates in, organizes, and carries out a variety of activities with service organizations.

15. PTO sponsors and coordinates a variety of service activities with local organizations (GIving Tree, Care and Share, etc.)

16. Collected books for the GSRP Collaborative Book Give Away.

17. Takes recommended students, based on need for exposure to reading materials, to the Knead to Read Book Give a Way once a year sponsored by the Petoskey Massage Therapist Association.

18. Recommends a 5th grade boy each year for a Camp Daggett Scholarship.

19. Invites Raven Hill Discovery Center in to provide Museum in the Classroom experiences for students and also sends the 4th grade to the center for a day of science discovery.

20. Partners with Emmet County Recycling to recycle and compost at the school.

21. Field trips to properties and invites the Little Traverse Conservancy into the school for demonstrations.

22. Holds a 3rd grade Social Studies Day based on the Native American heritage with Odawa tribal members.

23. Holds a 5th grade Social Studies Colonial Day that partners with various community members to provide centers based on colonial life.

24. 5th grade field trip to Mackinaw Island to reinforce 5th grade social students GLCEs.

25. Invites members of the Mackinaw Historical Society to present colonial demonstrations of life at Fort Mackinaw during the 1800s.

26. Partners with the Fly wheeler Association to provide a day for 4th grade students to visit centers based on turn of the century life in Northern Michigan.

27. Students take part in the McCune Arts Center exhibits.

All of the aforementioned agencies and resources are tied to Lincoln's school improvement plan or enhancement strategies. The connections are made to supplement educational experiences and resources, many of which are targeted to our economically disadvantaged and academically below-level students. They aid their acquisition of background information, build vocabulary, address nutritional needs, and provide emotional and family supports. The additional experiences make those real-life connections that are often the very ones that keep our most at-risk students and families actively engaged in learning.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See above list.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

As students complete assessments periodically throughout the year, Lincoln teachers and Title I/academic paraprofessionals receive achievement data for their students in reading, writing, ELA, and math. Assessment results are recorded from the DRA four times per year, writing assessments, NWEA, MLPP, and DIBELS Benchmark are given three times a year. For Title I students, more frequent and in depth progress monitoring is essential. NOTE: it is also important to include common assessment data, student/home information, and teacher and Title I/Academic Paraprofessional observations into this data mix. Being that MEAP results are revealed late in the school year, we use these results to help make accommodations.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Interventions, Planning, and Meetings:

When students have been placed into these Tiers, we hold individual planning sessions on each student and decide small group placement as outlined through the data review. Decisions are made on the group size, duration, and direct instruction by the teacher with input from the academic paraprofessional(s) and principal. A plan for each student is then written. Placement in a group and the written plan is reviewed and updated minimally four times per year in formal meetings between teachers and paraprofessionals with plan reviews happening frequently to make sure the additional instruction is still needed and appropriate. Teachers and their paraprofessional team(s) talk informally daily and weekly. During intervention sessions, paraprofessionals keep records of the individuals and groups they met with, the instruction that was given, the outcomes of the interventions, and time spent with each group/individual. These records are reviewed at formal and informal meetings with teachers and the principal.

Primary Intervention Program:
Lincoln implements a "push-in" assistance model to improve student learning through added one-on-one assistance and support during and after whole-group instructions and within multiple forms of small-group instruction. For example, the "push-in" model is used for rotating center activities and guided/independent practice. "Pull-out" services are only used during non-core instructional time for individuals and small groups requiring more intensive, skill-based instruction and are also part of the plan for some students. For example, the "pull-out" model is used in the areas of intensive reading and math instruction. In Language Arts, the Triumph Intervention Program by Macmillan/McGraw-Hill is the reading intervention program for our Treasures Reading series and is utilized, along with LLI by Fountas and Pinnel, to provide up to five levels of instruction and intervention using the same focus areas and topics. Intervention lessons often focus on additional phonemic awareness, vowel sounds, and vocabulary. A focus on high-frequency words, comprehension strategies, and leveled take-home books (at a student's independent reading level) support
student learning both in intervention groups and with parents at home. Students who are having difficulty with breaking the code for reading words are given additional help with the intensive intervention program Sound Partners by Sopris West (2005).
This program focuses on phonological awareness, segmenting, blending, phonics, letter-sound correspondence. Additional fluency practice is given to students who demonstrate a need in this area using the 6-Minute Solution materials. In writing, paraprofessionals assist with extended time and guided practice to master the components of writing as outlined in the Common Core State Standards and within an area of need identified in MEAP or other data. In Math, students who are identified by the needs assessment are also classified into our Tiers and

individually reviewed for intervention help. Extended time, re-teaching, pre-teaching, visualization, hands-on learning (e.g., with manipulatives), and small group guided practice are all strategies used to remediate students. Students having difficulties grasping skills or bigger concepts are also given more exposure and scaffolding in small group settings using the On Cloud Nine program mentioned previously. In Social Studies and Science (especially at grades three, four, and five when students demonstrate difficulty on classroom assessments) pre-teaching, vocabulary work, and multiple comprehension strategies are methods used in small group instruction to give extended time and repeated teaching to help students master

concepts. Any intervention plan (for students not reaching grade level expectations in core academic areas) are developed and implemented by the teacher and Title I/academic paraprofessional. Intervention groups are reorganized as needed throughout the year to ensure that academic needs of targeted students are being met. Student intervention plans include strategies from ELA, mathematics, social studies, and science as identified in Lincoln's School Improvement Plan. At the end of the school year the Title I/academic paraprofessional records the following information on the "Title I Student Progress Information for Lincoln Elementary School" form for each student:

- Multiple achievement results
- Interventions completed
- Intervention outcomes (positive and negative)
- Comments about annual performance
- Indication to continue or dismiss academic areas is developed and implemented by the teacher and Title I/Academic Paraprofessional.

This form follows the Title I student through grades K-5th and is placed in their CA-60 file.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

After evaluating student data, Lincoln's teachers, administrator, and Title I/academic paraprofessionals are able to identify and discuss instructional weaknesses. Teachers and Title I/academic paraprofessionals look for professional development opportunities offered though Char-Em ISD, district-wide/state-wide in-services, and Lincoln's staff meetings to learn strategies to address those instructional weaknesses. Some current topic examples include:

- Common Core
- Summarization
- Fluency
- Effort
- Gender gaps
- Future: Lucy Calkins Writing Units (Informational)

Our district also conducts a survey to collect information from district staff regarding the future direction of professional development to meet our district improvement goals. Professional development opportunities offered are supported by research. Title I/academic paraprofessionals have specifically received training in research-proven methods to improve literacy and math skills, including:

- Macmillan McGraw-Hill Treasures and Triumphs Interventions
- Lucy Calkins: A Guide to the Writing Workshop
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Phonics and fluency

- MAISA Units and Smarter Balanced Assessments

In addition to the listed workshops, PLC strategies, and individual teacher/paraprofessional planning meetings, Title and other academic professionals are included in: after-school curriculum discussions, meetings with classroom teachers twice a month, attendance at five PLC/PD days with cross district grade-level teachers, formal meetings with the building principal five times a year, opportunities to attend instructionally-based in service trainings held by Char-Em ISD, and workshops and individual time with the Char-Em ISD reading consultant. The consultant also comes to the building and provides specific instruction and improvement services to academic paraprofessional centered on supportive instructional strategies as identified during teacher/paraprofessional or principal/paraprofessional meetings.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Our school improvement team, and this year our data team, will review at minimum four times per year subgroup and individual data (academic, demographic, discipline, attendance, etc.) to monitor student needs, identify positive and negative trends, and adjust school improvement, targeted assistance, and instructional plans. Additionally, our teachers and academic aides meet four times per year to review the progress and adjust supplemental instruction for each student. LIncoln's data wall tracks acheivement data (NWEA, MEAP, DRA) data for each student in the school as does INFORM. All data and data summaries are made available to staff at staff meetings during regular data summary reviews.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Our school improvement team, and this year our data team, will review at minimum four times per year subgroup and individual data (academic, demographic, discipline, attendance, etc.) to monitor student needs, identify positive and negative trends, and adjust school improvement, targeted assistance, and instructional plans. Additionally, our teachers and academic aides meet four times per year to review the progress and adjust supplemental instruction for each student. LIncoln's data wall tracks acheivement data (NWEA, MEAP, DRA) data for each student in the school as does INFORM. All data and data summaries are made available to staff at staff meetings during regular data summary reviews. In 2013, Lincoln was named a REWARD school due to the performance of our at-risk population's performance as compared to like peers.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

The school improvement team, data team, teachers and academic aides work together to carefully and frequently monitor the performance of students recieiving supplemental services to assure they are making adequate progress toward grade-level goals at a "catch-up rate".Teams also study the number of students exiting supplemental services from one year to the next, formal and informal assessment data (DRA, MEAP, DIBELS, NWEA, common assessments, etc.), retention rates, and number of referrals to special education as indicators of effective supplemental services.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

In addition to a review of annual exit, progress, and referral data related to supplemental services, staff and parents complete seperate surveys to identify strengths and weaknesses of the targeted assistance program. Survey results are shared with stakeholders and changes are made through the existing school improvement team, data team, and staff meeting process.

2016-17 Lincoln School Improvement Plan - August 30th

Overview

Plan Name

2016-17 Lincoln School Improvement Plan - August 30th

Plan Description

Plan with climate goal and goals updated to 2018

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will meet or exceed state standards for proficiency in math.	Objectives: 1 Strategies: 4 Activities: 8	Academic	$23000
2	All students will meet or exceed state proficiency standards in reading.	Objectives: 1 Strategies: 5 Activities: 9	Academic	$45450
3	Students will meet or exceed state proficiency standards in science.	Objectives: 1 Strategies: 4 Activities: 9	Academic	$34820
4	All students will meet or exceed state standards for proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 9	Academic	$29470
5	All students will meet or exceed state standards for proficiency in writing.	Objectives: 1 Strategies: 4 Activities: 8	Academic	$41470

Goal 1: All students will meet or exceed state standards for proficiency in math.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level mathematics content as specified by the common core state standards. in Mathematics by 06/17/2016 as measured by State Standardized Assessment (annually), NWEA (fall, winter, spring), and Common Grade-Level Assessments (ongoing).

Strategy 1:

Building Vocabulary - Staff will increase student mathematical knowledge through building academic vocabulary in Mathematics by helping students develop effective

strategies that support vocabulary knowledge and conceptual understanding in mathematics.

Category:

Research Cited: Feldman and Kinsella (2005). Narrowing the language gap: The case for explicit vocabulary instruction. New York: Scholastic Inc.

Marzano, R.J. 2004. Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Baker, Simmons, and Kame'enui (1995). Vocabulary acquisition: Synthesis of the research. (Tech. Rep.No.13) Eugene: University of Oregon, National Center to

Improve the Tools of Educators.

Tier: Tier 1

Activity - Vocabulary Identification, Use, and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to identify key mathematics vocabulary necessary for common core standard mastery, infuse vocabulary into lesson plans, classroom activities, and assessments, coordinate vocabulary interventions with Title I staff, and create a scope and sequence of science vocabulary, K-5.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$8000	Title II Part A	Administrators, teachers, parapros

Strategy 2:

Making Math Thinking Visible - Teachers will make math thinking visible in their instruction (modeling) and increase

opportunities for students to make math thinking visible through increased use of math manipulatives,

graphic representations, think alouds (partner share, etc.),and math writing opportunities. This will occur in

all areas of math, but with an intense focus in the areas of math facts, time, money, fractions, and

measurement. Special education teachers will be trained in On Cloud Nine instructional methods and share mental math strategies with all staff.

Category:

Research Cited: The use of formative and summative assessment data has shown to increase student achievement in math.

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: An essential part of the integrated

whole. Thousand Oaks, CA: Corwin.

Black, P., Harrison, C., Lee, C., Marsh, B., & William, D. (2004). Working inside the black box:

Assessment for learning in the classroom. Phi Delta Kappan, 86(1), 9 -19.

Clements, D. H., Sarama, J., & Wolfe, C. B. (2011). TEAM: Tools for early assessment in mathematics.

Columbus, OH: McGraw-Hill Education.

Foegen, A., Jiban, C. & Deno, S. (2007). Progress monitoring measures in

mathematics: A review of the literature. Journal of Special Education, 41(2), 121-

139.

Johnson, B. (2002). Instant feedback: Principles of, and techniques for, formative assessment.

Marzano, R., Pickering, D., & McTighe, J. (1993). Assessing student outcomes. Alexandria, VA:

Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Manipulatives, Graphic Representations, Think-Alouds, Math Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	$15000	General Fund	Administrators, teachers, parapros

Strategy 3:

Student Engagment - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-

wolpertgawron

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Teachers, parapros, administration

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0		No Funding Required	Administrators, teachers, parapros

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, parapros

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Goal 2: All students will meet or exceed state proficiency standards in reading.

Measurable Objective 1:

81% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level reading skills as specified by the common core state standards. in Reading by 06/17/2016 as measured by State standardized assessment (annually), NWEA (fall, winter, spring), DRA (quarterly), DIBELS, MLPP.

Strategy 1:

Close and Critical Reading - Increase use of close and critical reading strategies - Staff will implement strategies for close and critical reading.

Focus will include:

Professional Development for staff in close and critical reading.

A. Comprehension (Grades 2-5) with the emphasis on retelling/summary.

B. Word Study (Grade 2-5) with emphasis on meaning of vocabulary in context.

C. Informational Reading (Grades 2-5) with emphasis on

1. Text structure (ex: Compare/contrast, Sequence, cause and effect, problem/solution, etc.)

2. Text features (ex: headings, titles, photos, graphs, diagrams, etc.)

Category:

Research Cited: Marzano, Pickering, & Pollack (2001). Classroom instruction that works. ASCD.

Weber, Nelson, & Schofield (2012). Guided highlighted reading: A close-reading strategy for navigating complex text. Maupin House Publishing Co.

Five close reading strategies to support the Common Core. http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html

Tier: Tier 1

Activity - Close & Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$2450	Title II Part A	Administrators, teachers, parapros

Strategy 2:

Clear Learning Targets - Establish consistent grade level learning targets for grammar/conventions - Staff will work to align learning targets for grades K-5 in grammar and conventions, and then teach these skills to students.

Category:

Research Cited: Pickering, & Pollack (2001). Classroom instruction that works. Alexandria: ASCD.

Education Nation: Revived support for grammar instruction. http://hechingered.org/content/education-nation-revived-support-for-grammar-instruction_5638/

Grammar gallery, the research basis. Stathis, R. and Gotsch, P.http://www.teacherwritingcenter.org/explicitgrammarpaperfinal.pdf

Tier: Tier 1

Activity - Establish Grammar/Convention Grade-Level Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/17/2016	$0	No Funding Required	Teachers, administrators

Strategy 3:

Reading Interventions - Teachers and aides will use data to guide intervention assignment, lessons, and resources used to address students' reading challenged as measured against established grade-level reading benchmarks. Lincoln's data team will continually monitor and inform the work of staff in providing appropriate levels of effective interventions to each individual child.

Category:

Research Cited: DuFour, DuFour, Eaker, Karhanek (2004). Whatever it takes: How a professional learning community responds when kids don't learn.

Schmoker, M. (2006). Results now. ASCD.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD

The Importance of Collaboration in Teacher Professional Development, Dyer, K. https://www.nwea.org/blog/2013/the-importance-of-collaboration-in-teacherprofessional-development/#sthash.T9SHE9h1.dpuf

Tier: Tier 1

Activity - Reading Intervention Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	$43000	General Fund, Section 31a, Title I Part A	Administration, Data Team, Teachers, Parapros

Strategy 4:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-

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Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, staff

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Strategy 5:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, parapros

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, parapros

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, parapros

Goal 3: Students will meet or exceed state proficiency standards in science.

Measurable Objective 1:

47% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level science content defined by the common core state standards. in Science by 06/17/2016 as measured by State standardized assessment (annually), Common grade-level assessments (ongoing).

Strategy 1:

Cross-Curricular Science - Incorporate science across the curriculum - Investigate various methods and enact ways to increase teaching and learning time for science across the curriculum in grades K-5.

Category:

Research Cited: http://www.nextgenscience.org/next-generation-science-standards

Elementary Science Coalition (research and resources). Retrieved at

http://www.elementarysciencecoalition.org/mission.php

National Academy of Sciences (2011, June 23). Science education: U.S. report recommends ways to improve K-12 STEM education, calls on policymakers.

ScienceDaily. Retrieved August 30, 2012, from http://www.sciencedaily.com/releases/2011/06/110623130937.htm

Pearce (1999). Nurturing inquiry: Real science for the elementary classroom. Heinemann.

Tier: Tier 1

Activity - Interdisciplinary Instructional Efforts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will use science texts, vocabulary, charts, graphs, content, and materials during other core instructional periods. Teachers will use PLC collaboration to identify cross-curricular connections, materials, and lessons and work together to implement, monitor progress, and make adjustments based on demonstrated student learning. Teachers will utilize the district STEM coach as a resource in helping them make logical connections across disciplines as the implement NGSS standards. | Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Implement | 09/09/2015 | 06/17/2016 | $6000 | Title I Part A | Administration, teachers, parapros, district STEM coach |

Activity - Vocabulary Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in PLC's and building science team to develop lists of key science vocabulary terms associated with common core, NGSS, and STEM. Teachers will identify strategies to effectively embed vocabulary in routine classroom activities and lessons (anchor charts, graphic organizers, visual representations, etc.) and coordinate implementation efforts with parapros to support student learning and mastery.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$5000	Title I Part A	Teachers, parapros, administrators, STEM coach

Strategy 2:

Critical Thinking & Problem Solving - Staff will continue to infuse Next Generation Science Standard (STEM) practices of engineering, inquiry, and modeling into science instruction.   Students will have increased opportunities to design and investigate their own scientific experiments in response to questions and collaborate to engineer models in response to problems.

Category:

Research Cited: American Association for the Advancement of Science (1993). Benchmarks for science literacy. New York:

Oxford University Press.

Flick, L. B. (1995). Complex Classrooms: A Synthesis of Research on Inquiry Teaching Methods and

Explicit Teaching Strategies. Paper presented at the annual meeting of the National Association of Research

in Science Teaching, San Francisco (ED 383 563).

Gallas, K. (1995). Talking Their Way Into Science: Hearing Childrens' Questions and Theories, Responding

with Curricula. New York: Teachers College Press.

Institute for Inquiry. (1995, March-April). Inquiry based science: What does it look like? Connect

Magazine, 13. Retrieved August 19, 2005 from

http://www.exploratorium.edu/ifi/resources/classroom/inquiry_based.html

Layman, J. W., Ochoa, G., & Heikkinen, H. (1996). Inquiry and Learning: Realizing Science Standards in

the Classroom. New York: College Entrance Examination Board.

Lott, G. W. (1983). The Effect of Inquiry Teaching and Advance Organizers upon Student Outcomes in

Science Education. Journal of Research in Science Teaching, 20(5), 437-451.

National Research Council (1996). National science education standards. Washington, DC: National

Academy Press.

National Research Council (2000). Inquiry and the national science education standards: A guide for

teaching and learning. Washington, DC: National Academy Press.

Scruggs, T. E., Mastropieri, M. A., Bakken, J. P., & Brigham, F. J. (1993). Reading versus doing: The

relative effects of textbook-based and inquiry-oriented approaches to science learning in special education

classrooms. The Journal of Special Education, 27, 115.

Wheatley, G. H. (1991). Constructivist perspectives on science and mathematics learning. Science

Education, 75(1):9-21

White, B., & Fredericksen, J. (1998). Inquiry, modeling, and metacognition: Making science accessible to

all students. Cognition & Instruction, 16(1), 118.

Tier: Tier 1

Activity - STEM:Engineering/Modeling/Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of handson experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$23820	General Fund, Title II Part A, Section 31a	Administration, teachers, parapros, district STEM coach

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-gawron

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administration, teachers, parapros

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | Implement | 09/09/2015 | 06/17/2016 | $0 | No Funding Required | Administrators, teachers, parapros |

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Goal 4: All students will meet or exceed state standards for proficiency in social studies.

Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level social studies content as specified by the common core state standards. in Social Studies by 06/17/2016 as measured by State standardized assessment (annually), C3 common assessments, Common grade-level district assessments (ongoing).

Strategy 1:

Active Engagement - Students will have increased opportunities to read high-interest informational text

related to social studies content standards across the curriculum, participate in hands-on activities and

project-based learning, and explore/use technology to investigate social studies concepts.

Category:

Research Cited: Archer, A. (2007). Active participation: Engaging them all. National Reading First Comprehension

Conference.

Bonwell, C.C., and J. A. Eison (1991). Active learning: Creating excitement in the classroom, ASHEERIC

Higher Education Report No.1, George Washington University, Washington, DC.

Kolb, D.A. (1984). Experiential learning: Experience as the source of learning and development.

Engelwood Cliffs, NJ: Prentice Hall.

Prince, M. (2004). Does active learning work? A Review of the Research. Journal of Engineering

Education, Vol. 93, No. 3, pp.

223-246.

Siew-Beng, C. (2005). Active learning: Engagement for meaningful learning. CDTL Brief. Retrieved

December 3, 2008, from http://www.cdtl.nus.edu.sg/brief/v8n1/sec5.asp.

Simmons, K. & DiStasi, A. (2008). Active learning techniques: Engaging students on the road to success.

Athletic Therapy Today, 13(6), 6- 8.

Tier: Tier 1

Activity - Active Engagement PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	$8470	Title II Part A, General Fund	Administrators, teachers, parapros, regional social studies teams and consultants

Strategy 2:

Building vocabulary - Teachers and paraprofessionals will use various instructional techniques to build students' knowledge and understanding of key vocabulary

specific to what students are learning in Social Studies.

Category:

Research Cited: Lubliner, S. & Smetana, L. (2005, June). The effects of comprehensive vocabulary instruction on Title I students' metacognitive word-learning skills and

reading comprehension. Journal of Literacy Research. 37,163-200.

Kame'enui, E. & Bauman, J. (2012). Vocabulary instruction: Research to practice. New York: Guilford Press.

Tier: Tier 1

Activity - Teaching Key Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$15000	Title I Part A, General Fund	Teachers, parapros, administration

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$6000		Section 31a	Teachers, parapros, administration

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-

gawron

Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Student-centered instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

a Matter of Design." The Clearing House, Vol. 77, No. 6 (Jul. - Aug., 2004), pp. 236-239.

Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	No Funding Required	Administrators, teachers, parapros

Goal 5: All students will meet or exceed state standards for proficiency in writing.

Measurable Objective 1:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade-level writing skills as defined by the common core state standards. in Writing by 06/17/2016 as measured by State Standardized Assessment, NWEA (fall, winter, spring), District writing promps (fall and spring).

Strategy 1:

Explicit & Meaningful Feedback - Teachers will have opportunities to work in teams to practice using established grade-level writing norms and Lucy Calkins rubrics to examine student work for the purposes of providing explicit and meaningful feedback to students.

Category:

Research Cited: Teaching of English 72.4 (1993): 395-422.

Black, Paul and Dylan William. "Assessment and Classroom Learning." Assessment in Education 5.1 (1998): 7-74.

Fuller, David C. "Teacher Commentary That Communicates: Practicing What We Preach in the Writing Class." Journal of Teaching Writing (1987): 307-317.

Sommers, Nancy. "Responding to Student Writing." College Composition and Communication 33.2 (1982): 148-156.

Tier: Tier 1

Activity - Providing Quality Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and parapros will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$18000	General Fund, Title I Part A	Administrators, teachers, parapros

Strategy 2:

Clear Writing Targets - Staff will be trained on how to infuse the Lucy Caulkins grade-level writing kits and rubrics (narrative, argumentative, and informational) to fill gaps in writing resources and instruction and work toward a spiraled, consistent approach to providing clear learning targets.

Category:

Research Cited: Connie Moss and Susan Brookhart (2009). Advancing Formative Assessment in Every Classroom.

Jan Chappuis (2009). Seven Strategies of Assessment for Learning.

Alberta Assessment Consortium (2005). Refocus: Looking at Assessment for Learning.

Tier: Tier 1

Activity - Grade Level Writing Expectations & Feedback Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$14470	General Fund, Title II Part A, Section 31a	Administration, teachers, parapros

Strategy 3:

Student Engagement - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and

opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies

for increasing student engagement. Student engagement will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: De Frondeville, T. (2009). Ten steps to better student engagement. Edutopia. http://www.edutopia.org/project-learning-teachingstrategies

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence.

Review of Educational Research, 74(1), 59-109.

Reeve, J. (2005). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Paper

presented at the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.

Taylor, L. & Parsons, J. (20Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. New York: Springer

Science+Business Media.

Wolpert, H. (2012, April 26). Student engagement stories. [Web Log Post]. Retrieved from http://www.edutopia.org/blog/studentengagement-stories-heather-wolpert-

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Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. Active Learning in Higher Education,

11(3), 167-17711). Improving Student Engagement. Current Issues in Education,

14(1). Retrieved from http://cie.asu.edu/

Tier: Tier 1

Activity - Ownership of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$5000	Section 31a	Teachers, parapros, administration

Activity - Student-Centered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$1000	Section 31a	Teachers, parapros, administration

Activity - Substance of Student Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$1000	Section 31a	Teachers, administration, parapros

Strategy 4:

Classroom Environment & Culture - Teachers will be supported through professional development efforts, administrative walkthroughs, noticings and wonderings feedback, and opportunities for professional collaboration with colleagues (PLC's, grade level teams, building level teams, district level teams) to learn effective instructional strategies for creating an effective classroom environment and culture for learning. Classroom environment and culture will be monitored through 5D+ coaching and evaluation practices.

Category:

Research Cited: Bucholz, Jessica L. and Julie L. Sheffler. "Creating a Warm and Inclusive Classroom Environment:

Planning for All Children to Feel Welcome." Electronic Journal for Inclusive Education,

Vol. 2, No. 4 (Spring/Summer, 2009). Accessed November 6, 2013.

Burke, Karen and Barbara Burke-Samide. "Required Changes in the Classroom Environment: It's

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Accessed November 6, 2013.

Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), Studies in educational learning environments:

An international perspective (pp. 1–26). Singapore: World Scientific.

Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning

environments. London: Falmer Press.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. Journal of

Educational Psychology, 99, 83–98.l learning environments: An international perspective (pp. 1–26). Singapore: World Scientific.

Tier: Tier 1

Activity - Inclusive Physical Environments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$1000	Section 31a	Teachers, administration, parapros

Activity - Effective Routines & Rituals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$500	Section 31a	Teachers, parapros, administration

Activity - Maximizing Learning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$500		Section 31a	Teachers, parapros, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Manipulatives, Graphic Representations, Think-Alouds, Math Writing	Staff working to build math skills capacity in students (academic and health care aides and teachers) will receive training, implement, reflect on, and assess student growth in relationship to strategies that make math thinking visible. As a result of training, staff will more frequently and effectively use manipulatives, graphic representations, think-alouds, and mathematical writing during math instruction, as well as provide increased opportunities for students to make their own math thinking visible using similar strategies. Student misconceptions, as unveiled through making thinking visible, will be addressed through effective re-teaching strategies.	Direct Instruction	Tier 1	Implement	09/09/2015	06/17/2016	$15000	Administrators, teachers, parapros
Active Engagement PD	Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	$7000	Administrators, teachers, parapros, regional social studies teams and consultants
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$7000	Administration, teachers, parapros

STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of handson experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$13760	Administration, teachers, parapros, district STEM coach
Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	$19000	Administration, Data Team, Teachers, Parapros
Providing Quality Feedback	Teachers and parapros will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$10000	Adminstrators, teachers, parapros
Teaching Key Vocabulary	Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$7000	Teachers, parapros, administration

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interdisciplinary Instructional Efforts	Teachers will use science texts, vocabulary, charts, graphs, content, and materials during other core instructional periods. Teachers will use PLC collaboration to identify cross-curricular connections, materials, and lessons and work together to implement, monitor progress, and make adjustments based on demonstrated student learning. Teachers will utilize the district STEM coach as a resource in helping them make logical connections across disciplines as the implement NGSS standards.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$6000	Administration, teachers, parapros, district STEM coach
Vocabulary Building	Teachers will collaborate in PLC's and building science team to develop lists of key science vocabulary terms associated with common core, NGSS, and STEM. Teachers will identify strategies to effectively embed vocabulary in routine classroom activities and lessons (anchor charts, graphic organizers, visual representations, etc.) and coordinate implementation efforts with parapros to support student learning and mastery.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$5000	Teachers, parapros, administrators, STEM coach
Teaching Key Vocabulary	Teachers and paraprofessionals will identify and focus on 10-15 key vocabulary words during each unit of study in Social Studies.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$8000	Teachers, parapros, administration
Providing Quality Feedback	Teachers and parapros will provide intentional and meaningful feedback on the structure, craft, and language conventions specifically outlined in Lucy Calkins opinion, narrative, and informational writing rubrics so that students explicitly understand how to move their writing forward.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$8000	Adminstrators, teachers, parapros

Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	$14000	Administration, Data Team, Teachers, Parapros

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, parapros
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros

Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, parapros
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, parapros
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros

Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Student-centered instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, staff
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros

Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, parapros
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Teachers, parapros, administration
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros

Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use

Substance of Student Talk	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Establish Grammar/Convention Grade-Level Learning Targets	Staff will work together to build a K-5 continuum of grammar and conventions learning targets.	Teacher Collaboration	Tier 1	Getting Ready	09/09/2015	06/17/2016	$0	Teachers, administrators
Student-Centered Instruction	Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administrators, teachers, parapros
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$0	Administration, teachers, parapros

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$6000	Administration, teachers, parapros
Inclusive Physical Environments	Teachers will receive opportunities to learn about and develop physical environments that are safe and physically arranged to support student learning and the purpose of the lesson. Teachers and students will be able to use the physical arrangement of the classroom for learning. Teachers will receive feedback on the physical environment of their classroom through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$1000	Teachers, administration, parapros
Effective Routines & Rituals	Teachers will receive support and training to establish routines for discussion and collaborative work that are explicitly taught, are evident, and result in effective discourse related to the lesson purpose. As a result, students will independently use the routines during the lesson. Students independently use the routines during the lesson, are held accountable for their work, take ownership for their learning and support the learning of others.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$500	Teachers, parapros, administration
STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of handson experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$8100	Administration, teachers, parapros, district STEM coach
Substance of Student Talk	Teachers will learn strategies and consistently provide opportunities to increase student-to-student talk that reflects knowledge and ways of the thinking associated with the content. Students will provide evidence to support their arguments and new ideas. Teachers will receive feedback on their implementation of student talk strategies through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$1000	Teachers, administration, parapros

Maximizing Learning Time	Teachers will receive support to help them effectively maximize time in service to learning, including student-managed effective transitions, and additional strategies to help maximize instructional time. Teachers will receive feedback on their use of learning time through noticings and wonderings via walkthroughs as part of the 5D+ instructional coaching/evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$500	Teachers, parapros, administration
Ownership of Learning	Teachers will be provided professional development opportunities that increase the provision of opportunities and strategies for students to take ownership of their learning. The locus of control will shift to students in ways to support their learning. Teachers will receive feedback on implementation from administrators via noticings and wonderings after walkthroughs as part of the 5D+ instructional coaching and evaluation model.	Direct Instruction, Professional Learning, Walkthrough	Tier 1	Implement	09/09/2015	06/17/2016	$5000	Teachers, parapros, administration
Building Background Knowledge	Teachers and paraprofessionals will provide students with key background information for key vocabulary and main concepts in the social studies curriculum.	Teacher Collaboration, Direct Instruction, Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$6000	Teachers, parapros, administration
Reading Intervention Systems	Teachers will use triangulated data (DRA, NWEA, DIBELS) to identify students who fall below established reading beginning/middle/end of year benchmarks for their grade level. Students in this group will be assigned an appropriate level of support (small group with classroom teacher, push-in support, pull-out Tier II support, pull-out Tier III support). Teachers will work with intervention team to create learning targets reflective of identified reading challenges (fluency, accuracy, work work, comprehension) and provide resources and direction to aides to assist in providing targeted supports. All students will know their best fit reading level, set reading goals, and be engaged in "best fit" text. Reading progress will be monitored daily and weekly and formally reassessed at minimum, four times per year for those students receiving interventions. Lincoln's data team will meet quarterly to monitor close alignment between student reading data and assigned interventions to maximize support efforts.	Teacher Collaboration, Academic Support Program	Tier 2	Monitor	09/09/2015	06/17/2016	$10000	Administration, Data Team, Teachers, Parapros

| Student-Centered Instruction | Teachers will learn and use strategies that capitalize and build upon learning needs of students-academic background, life experiences, culture and language of students- for the whole group, small groups of students and individual students. Teachers will receive feedback on their use of these strategies through noticings and wonderings via administrative walkthrough feedback as part of the 5D+ instructional coaching/evaluation model. | Direct Instruction, Professional Learning, Walkthrough | Tier 1 | Implement | 09/09/2015 | 06/17/2016 | $1000 | Teachers, parapros, administration |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Writing Expectations & Feedback Training	Teachers will be provided opportunities to unpack the Lucy Calkins grade-level writing rubrics, norm student writing with a literacy consultant, collaborate as a team to establish explicit grade-level writing expectations, and establish consistent grade-level learning targets in the areas of writing structure, development, and language conventions.	Professional Learning	Tier 1	Getting Ready	09/09/2015	06/01/2018	$1470	Administration, teachers, parapros
Vocabulary Identification, Use, and Assessment	Teachers will work to identify key mathematics vocabulary necessary for common core standard mastery, infuse vocabulary into lesson plans, classroom activities, and assessments, coordinate vocabulary interventions with Title I staff, and create a scope and sequence of science vocabulary, K-5.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/09/2015	06/17/2016	$8000	Administrators, teachers, parapros
Active Engagement PD	Staff will work with each other, administration, and ISD and regional social studies leaders to understand how to implement strategies that promote active engagement. As a result, students will have increased opportunities to read informational text, related to social studies content standards, across the curriculum, engage in hands-on and project-based learning, and use technology to investigate ideas.	Direct Instruction	Tier 1	Implement	09/03/2014	06/12/2015	$1470	Administrators, teachers, parapros, regional social studies teams and consultants

STEM:Engineering/Modeling/Inquiry	Staff will have increased opportunities to share, learn about, and implement effective STEM and inquiry/engineering/modeling practices that promote active student engagement in scientific thinking and learning. Students will have increased opportunities to engage in the design and investigation of handson experiments that answer scientific questions, especially in the areas of forces and motion. Teachers will access and use the STEM coach as a resource in increasing the number of STEM activities in classrooms.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$1960	Administration, teachers, parapros, district STEM coach
Close & Critical Reading Strategies	Provide staff members with professional development for strategies in guided highlighted reading, summarizing, vocabulary development, and author's craft. Planning and implementation to be determined after training.	Professional Learning	Tier 1	Implement	09/09/2015	06/17/2016	$2450	Administrators, teachers, parapros