

LINCOLN SCHOOL

School Improvement Plan (SIP)

Planning Tools	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (SWP)</p> <p>Self-Assessment Rubric (SIOT)</p>
Management & Monitoring Tools	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals)</p>	<p>Action Plan & Short-Term Monitoring</p> <p>Disaggregated Data (CSI/TSI Subgroups)</p>
Optional Supporting Tools	<p>Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (C/C Planner)</p> <p>SIOT Analysis</p>
SIP Input		

**SIP input
(stakeholder
input)**

Lincoln Staff, Site Council Members, Parents, Community Members

**SIP Team
Members**

Tijuanna Tolliver, Shayla Calhoun, Sarah Bassett, Debra Hughes, Jackie Kuhn, Trisha Young, Kalyn Herrmann, Kristen Arnold, Jill Johnson, Holly Pate, Amy Walker, Sandy Moore, Valerie McClellan

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Panorama, Big 5 Reports, GTIC, etc), answer the following questions:

1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY		
Strengths	Areas of Improvement	Questions for Reflection
<p>Students - Field trips, Nice teachers that care, Pride Hour Assemblies and others like back to school bash, graduation, and field day, Love subjects such as Math, Science, Band, and Recess</p> <p>Leadership - Community partnerships and relationships, Small class sizes, Positive and caring environment, Coach/teacher relationship, Coaching system, Parent involvement when invited, Admin/teacher relationships, Availability of resources for families, Teacher retention</p> <p>Staff - Wrap around services for students, Staff relationships/collaboration, Small class sizes, Family oriented, Coaching support, Class period length, Minimal amount of teachers pulled for coverage, Returning staff, Community partnerships, Students are more emotionally regulated, Staff to student relationships</p>	<p>Students - Cold breakfast food, Exrta playground equipment (more swings, baseball stuff), 6th Grade only has one teacher, Lunch food isn't great</p> <p>Leadership - Need more support for ELL students including communication in first language, Intentionality around student goals and useof data, Sense of urgency, Teacher and staff mindset, Tightening expectations around what is happening at all times of the school day, Utilizing interventions and academic programs with fidelity, Majority of students performing below grade level, Becoming familiar with curriculum guidance, Correcting a culture of distrust, More frequent communication with staff about what is going on inthe school</p> <p>Staff - Updated and organized resources, More praise and positive recognition for staff, More assistance for ESL students, Prioritize RTI periods/groups, Inconsistent consequences/discipline, More communication between staff and admin, Increase recess time, Quality supports in the classroom, Dismiss procedures, All staff involved in extra curriculars, Communciation from admin regarding consequences, Differentiating support, Bring back passing periods, Funding, More consistency accorss interventions, Consistently apply expectations and routines, Staff interactions and opportunities to be together, Quicker response to classrooms for student support, Writing in middle school - staff being used</p>	<p>Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements: What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<p>Students - Chance to earn Kona Ice or pizza parties, Student of the month during Lion Pride, Reward systems, Sports, Band</p> <p>Leadership - Create more events for parents to come to the school, EL curriculum guidance, Building positive relationships with families, Recognizing positive work of staff members, Greater coaching capacity, Contract with Instruction Parnters, RTI/Intervention periods intionality with resources and personnel, .5 HA teacher, Reading specialist</p> <p>Staff - Increase parent involvement, Provide PDs for other content areas (SS/Sci), Offsite team building for staff, Student relationships, Parent Teacher conferences, Increase community involvement (guest speakers), More separation between elementary and middle school, Collaboration between classes/grade levels, Students volunterring in community, Counselor led lessons</p>	<p>Students - Be more proactive with preventing bullying, Punished as a group</p> <p>Leadership - Barriers for families being more involved with school, Parents assume conflict when communication happens, Grade levels with only one section - no collaboration opportunities, Expectations during unstructured times (such as transitions), Incorrect stigma around Lincoln</p> <p>Staff - Transient student population, Lack of consequences for behavior, Inconsistent consequences for behavior, Dependency on technology devices, Student homelife, Teacher turnover, Students influenced by social media, Not enough support for new teachers, Lack of parent involvement, Lack of respect for adults, School image, Students lack of motivation/effort, Student to student interaction, Curriculum changes</p>	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>
Reflection		
1. This year students are offered a hot breakfast each morning in the cafeteria.		
2. Priority placed on instructional guidance through partnership with Instruction Partners.		
3. Teachers have opportunity to vertical align and plan with similar content areas during PLCs.		

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision: *Empowering our students to thrive in life.*

1b. School Vision: *Through our inclusiveness, high expectations, and excellence we will excel and reach our full potential.*

2. Mission

2a. District Mission: *Preparing every student to excel in our global society through world-class learning experiences.*

2b. School Mission: *All students will be provided a relevant and inclusive curriculum that supports high expectations, acceptance and excellence for all.*

Subgroup Focus (CSI/TSI): N/A

3. Why is this our current reality?

3a. Root Findings: [1]

1. The majority of students are not performing at grade level in reading or math.
2. Students are not making sufficient growth in reading and math.
3. Students are not consistently observed doing the majority of the thinking in lessons.
4. Tasks are not high-quality or aligned to the standards' level of rigor

3b. Data Sources: [2]

1. 2023 ILEARN ELA Proficiency: 13.1% Math Proficiency: 12.5%
2. NWEA Growth Spring '23 ELA: 48% Math: 59.8%
3. Walkthrough Data: SDTT 68.4% of the time
4. Walkthrough Data: DOK Level 1: 33%, Level 2: 57%, Level 3: 10%, Level 4: 0%

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Through intentional planning, teachers will maximize opportunities for students to discuss, analyze, and use content.

4b. Strategy or Intervention #2:

Teachers will provide differentiation in small groups based on student data in order to increase student achievement in identified priority standards.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1: [3]

Metric Type: *Improvement* Metric used: *Walkthrough - Are students doing the thinking?*

Data Set: Baseline *Spring 2023* Benchmark #1 Dec 15 Benchmark #2 Mar 8 Benchmark #3 May 17 End of Year

Goal [5] N/A 75% 80% 85% 85%

Actual 68.4%

5b. Monitoring Strategy/Intervention #2: [4]

Metric Type: *Improvement* Metric used: NWEA - Achievement

Data Set: Baseline Fall NWEA Benchmark #1 Winter NWEA Benchmark #2 Spring NWEA

Goal [6] N/A

Math: K: 50% 1st: 40% 2nd: 30% 3rd: 40% 4th: 40% 5th: 30% 6th: 30% 7th: 30% 8th: 27% K-8: 33%	Reading: K: 56% 1st: 40% 2nd: 35% 3rd: 40% 4th: 30% 5th: 40% 6th: 40% 7th: 35% 8th: 20% K-8: 38%	Math: K: 60% 1st: 50% 2nd: 40% 3rd: 50% 4th: 50% 5th: 40% 6th: 40% 7th: 40% 8th: 35% K-8: 40%	Reading: K: 65% 1st: 50% 2nd: 45% 3rd: 50% 4th: 40% 5th: 50% 6th: 50% 7th: 43% 8th: 30% K-8: 45%
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Actual

Math K: 33% 1st: 28% 2nd: 16% 3rd: 30% 4th: 29% 5th: 21% 6th: 22% 7th: 18% 8th: 14% K-8: 23%	Reading K: 46% 1st: 29% 2nd: 26% 3rd: 30% 4th: 21% 5th: 30% 6th: 31% 7th: 23% 8th: 14% K-8: 28%		
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6. What is our target?


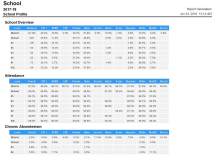
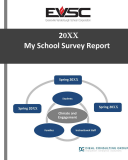
Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)
Attendance Rate	K-12	#REF!				#REF!		
ILEARN English Proficiency	3-8	#REF!	#REF!			#REF!	30%	50%
ILEARN Math Proficiency	3-8	#REF!	#REF!			#REF!	30%	50%

SAT Reading CCR	11 [7]	#REF! [8]				#REF!			
SAT Mathematics CCR	11 [9]	#REF! [10]				#REF!			
4-Year Grad Rate	12	#REF!				#REF!			

7. What is our ultimate goal?

7a. District Ultimate Goal: *Will this help us ensure every student at every grade level is on track to graduate ready for college or career?*

Other Resources

Report(s)	Previous SIP	School Profile	My School Survey				
							

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

High Expectations

Equity & Empathy

Accountability

Respect & Relationships

Trust

Are we reaching our achievement goals?

[illegible][illegible]

English-Language Arts										Mathematics										
Course	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (No. 1)	Goal (No. 2)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (No. 1)	Goal (No. 2)

[illegible]

<p align="center">← Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs →</p>						
EVSC CORE VALUES:	*Students Come First*	*Intentionality*	*Responsibility*	*Collaboration*	*Great People Matter*	

Culture/Climate Planner (Required for Comprehensive/Targeted Support Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Through our inclusiveness, high expectations, and excellence we will excel and reach our full potential.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>All students will be provided a relevant and inclusive curriculum that supports high expectations, acceptance and excellence for all.</i>

Subgroup Focus (CSI/TSI): N/A

3. Why is this our current reality?

3a. Baseline	Students's positive response rate in the area of Sense of Belonging on the Spring '23 Panorama survey was 50% (Grades 3-5: 56%, Grades 6-8: 44%)				
3b. Root Findings:	3c. Data Sources:				
1. Students do not feel a sense of belonging at Lincoln	1. Panorama positive response rate to the question: Overall, how much do you feel like you belong at your school? Grades 3-5: 61% Grades 6-8: 48%				
2. Students feel disrespected by their peers at school.	2. Panorama positive response rate to the question: Overall, how much do you feel like you belong at your school? Grades 3-5: 41% Grades 6-8: 41%				
3. Students do not consistently experience positive interactions with teachers	3. Walkthrough data capturing rates of positive praise: Some positive praise: 42% Many positive praise: 13%				
4. Students do not have positive relationships at school	4. Student and Staff focus group data				

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Teachers will intentionally incorporate opportunities for building strong, positive relationships (peer to peer, student to teacher) that result in a stronger sense of belonging at Lincoln	

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1:						5b. Monitoring Strategy/Intervention #2:						
Metric Type:	Improvement	Metric used:	Panorama: How much respect do students at your school show you? Overall, how much do you feel like you belong at your school?			Metric Type:		Metric used:				
Data Set	Baseline	Benchmark #1 3-5 Results 6-8 Results	Benchmark #2 3-5 Survey 6-8 Survey 3-8 Backend	Benchmark #3		Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [11]	N/A	Respect: 3-5: 50% 6-8: 50% Belong: 3-5: 70% 6-8: 52%	Respect: 3-5: 65% 6-8: 65% Belong: 3-5: 75% 6-8: 58%	Respect: 3-5: 70% 6-8: 70% Belong: 3-5: 78% 6-8: 63%		Goal [12]	N/A					
Actual	Respect: 3-5: 41% Favorable 6-8: 41% Favorable Belong: 3-5: 61% Favorable 6-8: 48% Favorable	Respect: 3-5: 49% 6-8: 28% Belong: 3-5: 70% 6-8: 42%				Actual						

6. What is our target?

6a. School Smart Goal	TBD - Based on Panorama BOY survey
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7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

High Expectations

Equity & Empathy

Accountability

Respect & Relationships

Trust

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [13]	Target Date:	Person(s) Responsible: [14]			Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [15]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [16]	Does the data indicate effectiveness? What adjustments need to be made?
Through intentional planning, teachers will maximize opportunities for students to discuss, analyze, and use content.	1	Create Walkthrough to capture Students doing the thinking	8/1/23	Leadership Team			4. Action has been completed	
	2	Creating internalization protocols with IP	10/6/23	Leadership Team	IP		4. Action has been completed	
	3	Utilizing internalization protocols	Ongoing	Sarah & Debra	Teachers		3. Implementation is ongoing with fidelity	
	4	Coaching support in PLCs	Ongoing	Sarah & Debra			3. Implementation is ongoing with fidelity	
	5	PLC Calendar	Ongoing	Sarah & Debra			3. Implementation is ongoing with fidelity	
	6	Kagan PD	9/29/2023	Sarah			4. Action has been completed	
	7	Coaches participate in Internalizing cycles with IP coaches	Ongoing	Sarah & Debra			3. Implementation is ongoing with fidelity	
	8	Mock IP walks with District Support Team Q1	10/26/23	Leadership Team	District Team Member		4. Action has been completed	
	9	Fluency PD during Guided PLCs	10/6/23	Sarah			4. Action has been completed	
	10	Bi-weekly math walks	Ongoing	Sarah	Trisha		3. Implementation is ongoing with fidelity	
	11	Coaching cycles with teachers through K-8	Ongoing	Sarah & Debra	Teachers		3. Implementation is ongoing with fidelity	
	12	Bi-weekly MS math walks	Ongoing	Sarah	District Team Member		3. Implementation is ongoing with fidelity	
	13	Implementation of new Eureka curriculum	Ongoing	Teachers	Leadership Team		3. Implementation is ongoing with fidelity	
	14	Work with Math Directors to support pacing	11/30/2023	Sarah			2. Implementation is in progress	
	15	Coaches model internalization of a lesson	10/6/2023	Sarah & Debra			4. Action has been completed	
	16	Every teacher in grades 3-8 internalize one lesson a week in Math and in Reading	Ongoing	Teachers	Sarah & Debra		3. Implementation is ongoing with fidelity	
	17	Pacing PD during Guided PLC	11/10/2023	Sarah			4. Action has been completed	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2	Through intentional planning, teachers will foster a learning environment where students work independently from the teacher.						
	Year 3	Through intentional planning, teachers will plan for scaffolds that keep students persevering in challenging tasks that develop their critical thinking skills.						
Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [17]	Target Date:	Person(s) Responsible: [18]			Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [19]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [20]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Create walkthrough form to capture task small group instruction	10/6/23	Sarah	Trisha	Leadership Team	4. Action has been completed	
	2	Regular review of EL K-2 benchmarks	5/17/24	Sarah	Kalyn	Teachers	3. Implementation is ongoing with fidelity	
	3	Bi-Weekly Skills Block Walks	Ongoing	Sarah	Kalyn		4. Action has been completed	

Teachers will provide differentiation in small groups based on student data in order to increase student achievement in identified priority standards.	4	NWEA BOY - Teachers planned for RTI groups based on BOY data	10/2/23	Sarah & Debra	Teachers		4. Action has been completed	
	5	NWEA - Students set individual achievement goals for MOY	10/2/23	Teachers			4. Action has been completed	
	6	NWEA MOY - Data dig focusing on ILEARN projections	1/19/2024	Sarah & Debra	Teachers		1. Action has not been started	
	7	NWEA MOY - Data dig to inform small groups for RTI	1/19/2024	Sarah & Debra	Teachers		1. Action has not been started	
	8	Skills Block 1.5 Lessons PD	9/15/23	Sarah	Kalyn		4. Action has been completed	
	9	Skills Block PD at BOY for review and sharing	8/19/23	Sarah	Kalyn		4. Action has been completed	
	10	Amira testing administration	11/10/2023	Sarah	Teachers		4. Action has been completed	
	11	IREAD Walks	ongoing	Sarah	Kalyn		2. Implementation is in progress	
	12	Intervention Walks - monthly	ongoing	Sarah	Tijuanna	District Team Member	2. Implementation is in progress	
	13	Use of Flex Days to address unfinished learning	ongoing	Teachers			2. Implementation is in progress	
	14	Progress Monitoring using EasyCBM	ongoing	Sarah	Teachers		3. Implementation is ongoing with fidelity	
	15	Reviewing PM data to inform small groups	ongoing	Sarah	Teachers		2. Implementation is in progress	
	16	Strategically grouping K-2 students by microphase during small group time in the core	ongoing	Sarah	Teachers		3. Implementation is ongoing with fidelity	
	17	Reading Specialist pulling small groups for K-2 and IREAD	Ongoing	Reading Spec			3. Implementation is ongoing with fidelity	
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	30	Teachers will provide differentiation in small groups based on student data in order to increase student achievement in identified priority standards.						
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2		Teachers will participate in data protocols in PLCs in order to plan for intervention and enrichment opportunities						
Year 3		Teachers will monitor student learning during core instruction in order to provide interventions in the moment.						
Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [21]	Target Date:	Person(s) Responsible: [22]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [23]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [24]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will	1	Having the same 2-3 staff members administer the Panorama survey to students	5/17/24	Sarah & Debra			3. Implementation is ongoing with fidelity	
	2	Intentionally implementing GAIN practices and providing PD for staff	Ongoing	Leadership Team			3. Implementation is ongoing with fidelity	
	3	Monthly Pride Hour	ongoing	Leadership Team			3. Implementation is ongoing with fidelity	
	4	Monthly Team Building Activities - start up 8/6/23	ongoing	Leadership Team	Teachers		2. Implementation is in progress	
	5	Volleyball team versus staff volleyball game	10/6/23	Teachers			4. Action has been completed	
	6	Daily Shoutouts	ongoing	Teachers	Leadership Team		3. Implementation is ongoing with fidelity	
	7	Positive office referrals	ongoing	Teachers	Tijuanna		2. Implementation is in progress	
	8	Student council elections	9/22/23	Students			4. Action has been completed	
	9	USI students doing science labs with MS students	11/8/23	USI	Teachers		4. Action has been completed	
	10	Gobble, gobble Bingo	11/30/2023	Leadership Team	Teachers		2. Implementation is in progress	
	11	Back to School Bash	8/25/2023	Leadership Team			4. Action has been completed	
	12	Disney Assembly/Reveal	11/3/2023	Shayla	Tijuanna	Sarah & Debra	4. Action has been completed	

intentionally incorporate opportunities for building strong, positive relationships (peer to peer, student to teacher) that result in a stronger sense of belonging at Lincoln	13	Book Fair Breakfast	10/27/2023	Media Aide	F&C Coordinator			4. Action has been completed	
	14	Grade level field trips	Ongoing	Teachers				2. Implementation is in progress	
	15	Fall Parties	10/31/2023	Trisha				4. Action has been completed	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2	Teachers will implement proactive sense of belonging strategies that result in an increase in overall student attendance.							
	Year 3	Lincoln staff will increase overall attendance rates by promoting a sense belonging through the development and implementation of family engagement programs							

SIP Requirements

Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: Eureka Math Squared, Science: Mystery Science and Op Sci-Ed (gr. 6-8), Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriculum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tiered System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title 1 Schoolwide Additional Information		
	District	School
Schoolwide Reform Strategies Strategies to address the needs of all students Effective Timely Assistance	EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.	The intent of RtI at Lincoln School is to improve academic and social-emoitonal success for all students with early academic or behavior interventions, when any student shows initial signs of struggling in reading, math, attendance or behavior Lincoln's MTSS team meets on a weekly basis to determine which students will receive Tier II or III support, review student academic and behavioral data, review of Tier I trends as a proactive measure, and execute fidelity checks to ensure the supports being used as intended.
Assessment (SW model of teacher inclusion in decision model)	EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.	At Lincoln, teachers meet in PLCs daily ro review student data, internalize lessons, and make adjustments to instruction. All PLCs occur at the same time in order to allow for vertical planning across grade levels. PLCs work collaboratively to assess student learning and detemine interventions and/or refer students for MTSS.
Transition (Pre-K and Middle/HS) (Assist Preschool children in transition to elementary school, students to MS/HS)	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including district website, social media, schools and community agencies. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.	Lincoln provides a kindergarten round-up in the spring for families who have children entering kindergarten and are within our district. Information regarding the round-up is posted on social media and provided through flyers . Families interested in early registration can participate in a kindergarten screener.
Increase Learning Time	EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.	After school programs are intentionally selected to align to the SIP for both academics and SEL training. Tutoring is offered at all grade levels and also occurs prior to each athletic event coordinated with homework time/study tables. Partnerships for after school learning include Girl Scouts, LEAP, and SIMA.
Schoolwide Plan (District technical support, grant activities, monitoring, evaluation)	Chief Administrative Officials meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.	The SIP is monitored and revised monthly with the Director of School Support, School Support Strategist, and School Support Specialist. The Lincoln Leadership team monitors the action plan weekly.
High quality, on-going Professional Development	EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers participate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.	Lincoln has two master teachers who engage teachers in regular coaching cycles focused on student centered goals. Teachers work with their coach to improve instructional practices in order to raise student achievement. In addition, professional development is provided during regular guided PLCs based on school wide walkthrough data trends. The School Support Specialist and Strategist work directly with the Master Teachers to provide coaching and on-going professional development. The Chief Administrative Officer works directly with the Principal to provide coaching through regularly scheduled check ins.
Recruitment and Retention (Recruitment and retention of effective teachers - high needs subjects)	EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.	Lincoln has the opportunity to participate in hiring events throughout the year. Teachers will be provided with a coach to support them with academic and culture climate needs.
SWP Development (SWP is developed with involvement of parents and other community members)	Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and families to collect input for the SWP.	The three strategies of the SIP were developed by a team that consisted of master teachers, building leaders, and a team from the district. The 3 strategies were shared with staff, families and appropriate stakeholders. Additionally, the strategies were emailed to families, and added to our building newsletter. We will continuously review the SIP in meetings and faculty meetings that are held at Lincoln.

Waivers, Provisions, and Assurances

- ☒ No statutes and rules will be suspended from operation from this school.
- ☒ Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.
- ☒ Assessments besides state assessments are used at this school.
- ☒ Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.
- ☒ Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.
- ☒ Provisions are in place for the coordination of technology initiatives.
- ☒ A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.
- ☒ The plan complies with the board's core principles for professional development.
- ☒ Exclusive Representative supports the professional development component of this plan.
- ☒ Provisions are in place to maximize parental participating in the school.

Principal Signature of Assurance

Date

[1] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[2] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[3] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[4] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[5] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[6] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] Juniors - 2023-2024 Cohort

[8] Previous Year NWEA (Spring) Projected Proficiency for SAT

[9] Juniors - 2023-2024 Cohort

[10] Previous Year NWEA (Spring) Projected Proficiency for SAT

[11] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[12] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[13] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[14] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[15] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[16] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation

is ongoing with fidelity, or is complete.

[17] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[18] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[19] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[20] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[21] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[22] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[23] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[24] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.