

## 2019-20 School Improvement Plan for LINCOLN

Our goal is to ensure that all classrooms are  
student-centered and future-focused.



### District Beliefs:

- ALL students must learn and grow
- We accept shared responsibility for student growth
- We make decisions based on what is best for students
- We are a future-focused community of learners

### District Student Learning Objectives:

- Ensure Student Growth through a Balanced Assessment System
- Increase Student Engagement in All Grades EC-12

### **SLT Team Members:**

Jen Barnabee, Kalissa Smith, Kristen Childrey,  
Katherine Buller, Lindsay Larsen, Cecilia Dunn,  
Katie McDonough, Ashley Barra, Allie Traven,  
Becky D'Angelo, Kat Kuziel

### SIP Meeting Dates - Notes Linked

*Sept. 19, Oct. 17, Nov. 21, Dec. 19, Jan. 16, Feb. 20, Mar. 19, Apr. 16*

### Late Arrival Focus: Instruction in Literacy, Culture

*Building-based late arrivals - Aug. 28, Sept. 11, Sept. 25, Oct. 23, Dec. 11, Jan. 15, Feb. 5, Mar. 4, Apr. 8, May 6*

Our goal is to ensure that all students demonstrate mastery of key content as well as the 6 C's.

Priority area: **Responsive Teaching**

Data: **LINCOLN DATA** - [LINK](#)

**Analysis:** Each of our data sources show inconsistencies in instructional practices within and across grade levels. Observation data (i.e. Rounds) supports inconsistencies in the areas of the workshop model, responsive teaching, and commitment to PLCs. F&P and Eureka data show wide ranges of student achievement, notably within grade levels, which sparks the multi-tiered question: ***If teachers within grade levels used similar instructional practices, and if teachers spent more time together examining student work against rubrics improving inter-rater reliability, and if students increased their stamina by persevering through problem-solving, would Lincoln see a decrease in the variation of student achievement, an increase in student achievement, and an increase in rigor?***

Developing the problem of practice (guiding questions):

**What's going on with our students' learning?**

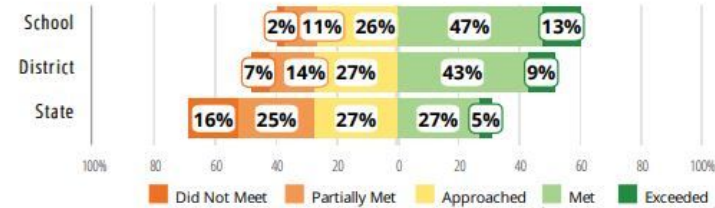
- While Lincoln students generally score average to above average in comparison to other schools in the state and district, compared to other schools in districts with similar demographics, Lincoln students are under-performing (IAR achievement).

### Lincoln

#### English Language Arts



#### Mathematics

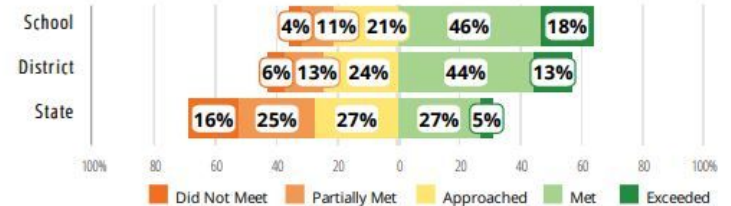


### Comparable School A

#### English Language Arts



#### Mathematics

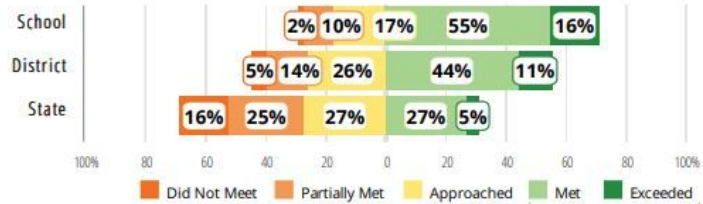


### Comparable School B

#### English Language Arts



#### Mathematics



### What needs to change in our students' learning so that students will be able to increase the number of students meeting and exceeding expectations?

- Students need more practice with rigorous, Quad D activities that require students to compare, critically think, problem-solve, and persevere.
- These rigorous, Quad D activities need to increase students' stamina, time on task, engagement, and writing about their thinking processes.

### What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

- Teachers work in PLCs to design rigorous, Quad D activities in literacy and math that mirror higher level thinking strategies required on the ELA and Math Illinois Assessments of Readiness (IAR)

- *Students understand and work through what is expected in terms of higher level thinking, showing their thinking, and persevering through hard work on assessments in literacy and math*

### **Theory of Action:**

If the principal and AP..	Then teachers will be able to....	So that students will be able to...
<ul style="list-style-type: none"> <li>• <i>Nurture a sense of urgency by showing and explaining grade level evidence of the need for increasing student achievement (i.e. data)</i></li> <li>• <i>Create PL opportunities that increase and build awareness of responsive teaching strategies</i></li> <li>• <i>Provide time for teachers to work in PLCs to master the Continuum</i></li> <li>• <i>Nurture the capacity of Teacher Leaders within the building</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reflect on evidence of student learning</i></li> <li>• <i>Grow understanding in the areas of <b>how</b> and <b>why</b> we need to provide responsive, differentiated instruction</i></li> <li>• <i>Transfer goals and standards planned during PLCs into rigorous instruction and assessment</i></li> <li>• <i>Know <b>what</b> to teach and <b>when</b> to intervene</i></li> <li>• <i>Build in reflection time for students</i></li> <li>• <i>Increase opportunities for students to practice Quad D skills</i></li> <li>• <i>Increase their commitment to Acceleration</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practice higher-level metacognitive strategies</i></li> <li>• <i>Grow in understanding the <b>why</b> behind their learning</i></li> <li>• <i>Reflect regularly on <b>what</b> they have learned, <b>how</b> they learned it, and <b>how</b> to improve</i></li> <li>• <i>Increase their engagement through Quad D activities</i></li> <li>• <i>Persevere through rigorous learning tasks</i></li> <li>• <i>Write about their thinking processes</i></li> <li>• <i>Compare, critically think, and problem-solve</i></li> </ul>

### **SMART Goal for Goal 1 - ACADEMICS:**

Teams will use student achievement data to drive Tier 1 responsive instructional practices through the use of the F&P Continuum and “backwards design” when using the Eureka Scope and Sequence.

**LITERACY** - By the end of the 2019-2020 School Year, the number of students **meeting, and exceeding grade level expectations will INCREASE by 5%**, and the number of students **not meeting or partially meeting grade level expectations will DECREASE by 5%** as measured by the IAR (summative) and F&P. (formative)

- Current Reality: IAR 2018-2019 = **55%** met or exceeded expectations, **30%** approached expectations, **16%** did not or partially met expectations
- Current Reality: F&P Fall 2019
  - 1st Grade - 40% Exceed, 30% Meet, 17% Approaching, 14% Below

- 2nd Grade - 63% Exceed, 18% Meet, 6% Approaching, 14% Below
- 3rd Grade - 68% Exceed, 8% Meet, 13% Approaching, 10% Below
- 4th Grade - 60% Exceed, 9% Meet, 19% Approaching, 12% Below
- 5th Grade - 63% Exceed, 14% Meet, 14% Approaching, 9% Below
- **Overall Whole School** - 74% Meet and Exceed

**Element Area: Balanced Literacy Instruction / Delivery of Services (Responsive Teaching)**

<u><b>Action Step</b></u>	<u><b>Person/s Responsible</b></u>	<u><b>Target date</b></u>	<u><b>Expected Evidence</b></u>
In addition to 30 min literacy Acceleration per day, struggling readers receive guided (strategy group) reading instruction every day. At-level readers receive GR at least 3x/wk. Above-level 2-3x/wk	K-5 Teachers and Specialists	SY19/20 Weekly	Students spend more time engaged in reading AND writing about texts at their independent level Running Records and Conferring Notes show progress in fluency and comprehension
PLCs plan Tier 1 interactive and shared reading lessons, design formative assessments with clear success criteria using the F&P Continuum to support reading behaviors <u>about</u> text	PLCs	Weekly	Formative assessments (pre- and post-) include standards from literacy scope and sequence and reading behaviors from Continuum
Through daily teacher modeling of metacognitive strategies during interactive and shared reading lessons, students will learn how to use <u>within</u> text strategies to analyze texts to build their comprehension skills	K-5 Teachers and Specialists	SY19/20	Assessment data will show increased student comprehension between pre- and post-assessments
Using interactive and shared reading mini-lessons within reading workshop to support students' thinking <u>beyond</u> text through the use of writing about reading within Tier 1 instruction	K-5 Teachers and Specialists	Twice a week	Students will yield higher growth on the Winter and Spring F&P assessment, by using strategies supported through writing about reading and interactive and shared reading lessons
Teachers gather and analyze student progress on common formative assessments <ul style="list-style-type: none"> <li>● Take notes, gather evidence</li> <li>● Learn about students (i.e. interests, strengths, learning styles, etc.)</li> </ul>	K-5 Teachers and Specialists	Once a month in PLCs	Conferring notes (i.e. in Pensive or other) and notes shared with students on Post-Its or in student notebooks; Notes from small group instruction; Student work samples
PERSONALIZED LEARNING: Co-Teaching and/or Co-Planning between General	Classroom Teachers and	Weekly	Consistent running records and anecdotal notes will show instructional benchmark levels increasing

Education teachers and Special Education/EL/Reading teachers will provide consistent and differentiated instruction for students	Specialists		
Lesson Study Cycles with Instructional Coach will allow teachers to learn from one another and try different instructional strategies aligned to the learning targets that address the specific needs of students	Classroom Teachers and Specialists	Weekly	PLC notes will reflect the planning and implementation of Lesson Study Cycles involving GenEd classroom teachers, specialists, and Instructional Coach
Teachers complete Running Records/Anecdotal Notes once a week on students who are approaching or below benchmark to analyze data consistently and provide immediate feedback on deficits noted	Classroom Teachers and Specialists	Weekly	Progress-monitoring spreadsheet for each grade level shows weekly progress of every student approaching or below grade level

#### UPDATE:

**MATH** - In Spring 2019 (for the 2019-2020 School Year), the number of students *approaching, meeting, and exceeding grade level expectations will INCREASE by (a combination of) 5%*, and the number of students *not meeting or partially meeting grade level expectations will DECREASE by (a combination of) 5%*.

- Current Reality: IAR 2018-2019 = **60%** met or exceeded expectations, **26%** approached expectations, **13%** did not or partially met expectations
- Current Reality: Eureka Fall 2019: \_\_\_\_% level 3-4, \_\_\_\_% level 2, \_\_\_\_% level 1 (*data will be compiled end of October*)

#### Element Area: Elevating student thinking and increasing small group instruction in math (Responsive Teaching)

<u>Action Step</u>	<u>Person/s Responsible</u>	<u>Target date</u>	<u>Expected Evidence</u>
Teachers use assessment data from each module to identify concepts for small group instruction	Classroom Teachers and Specialists	Before, during, and after each module	Data from pre- mid- and post-module assessments  Data from common formative assessments and exit tickets
Teachers use all elements of Eureka lessons throughout the course of the week, including: fluency, application, concept development, problem set, debrief, and exit ticket	Classroom Teachers and Specialists	Weekly	Completed Sprints, Problem Sets, and Exit Tickets
Teachers work together in PLCs to identify	Classroom	Before each	Students are observed to actively engage in math

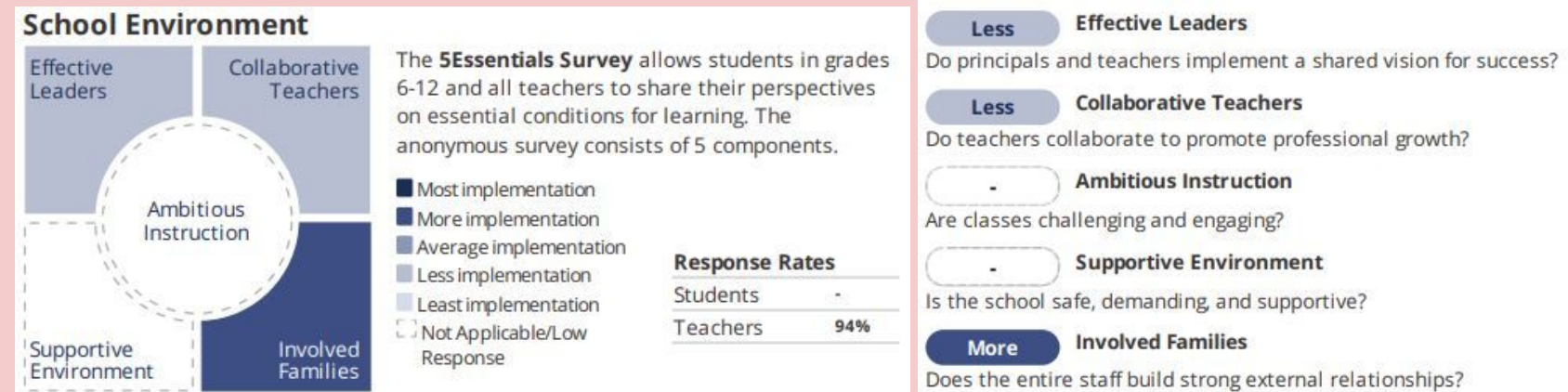


higher-level thinking activities that differentiate and engage students in between small group instruction sessions (i.e. Novel problem-solving sets, Zearn and Khan Academy “folders” for each student)	Teachers and Specialists	new module	strategies: clarify thinking, investigate and apply mathematical relationships, make decisions about choosing efficient strategies for specific problems, consider and test other strategies to see if they are mathematically logical.
Teachers use number talks to build numerical reasoning	Classroom Teachers and Specialists	Weekly	As noted in the data between pre- and post-assessments, students show an increase in accuracy and computation strategies

**UPDATE:**

## CULTURE - Building Safety, sharing vulnerability, and establishing a purpose are 3 skills of a healthy organization

### LINCOLN 5ESSENTIALS DATA 2018



### SMART Goal for Goal 2 - CULTURE

**EFFECTIVE LEADERS** - By the end of 5Essentials Season 2019 (for the 2019-2020 School Year), Quadrant “Effective Leaders” will grow from “less” to “average” (or “more”) implementation

**COLLABORATIVE TEACHERS** - By the end of 5Essentials Season 2019 (for the 2019-2020 School Year), Quadrant “Collaborative Teachers” will grow from “less” to “average” (or “more”) implementation

Element Area: Culture of PLCs, Circle of Safety, Code of Culture			
<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Expected Evidence</u>
SLT members read Daniel Coyle's The Culture Code in order to provide PLC leadership in a safe environment	Jen Barnabee, Kalissa Smith, SLT members	Monthly	SLT Agendas and Notes - show evidence of using Culture Code take-aways to build culture in PLCs
Culture Committee revises surveys from another district to reflect Lincoln needs for Parents, Students, and Staff. Surveys are administered to collect baseline data.	Culture Committee, Jen Barnabee, Kalissa Smith	End of Sept, Beg of Oct	Survey results from Parents, Students, and Staff provide baseline data
Culture Committee selects questions from Staff Survey to ask all staff members each month - as a sort of dipstick to gauge "effective leadership" and "teacher collaboration"	SLT and all staff members	Monthly	As measured by the Staff Survey progress-monitoring tool, data related to "effective leadership" and "teacher collaboration" shows positive growth
Every PLC sets and reflects upon goals that were developed during the Cindy Harrison visit in September	Every staff member	<b>Oct</b> - set goals <b>Dec</b> - reflect <b>Mar</b> - reflect	Goals - Posted in Conference Room and in PLC Notes  December Reflection  March Reflection
Culture Committee meets each trimester to discuss progress of building-wide behavior plan, and to plan next steps	Culture Committee Members	<b>Sept</b> <b>Dec</b> <b>Mar</b>	Behaviors in each area of the Lincoln Behavior Matrix grow more and more consistent each trimester as measured by Student Survey results
PLCs will use the Critical Friends protocol monthly. They will rotate responsibility between the PLC members to be facilitators and presenters of an issue. The goal will be to develop 3 skills of a functioning organization: build safety, share vulnerability, and establish purpose	PLC members	monthly	As measured by the Staff Survey progress-monitoring tool, data related to "effective leadership" and "teacher collaboration" shows positive growth
UPDATE:			