



# **School Improvement Plan**

**Lincoln School**

**South Haven Public Schools**

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## **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 Elementary is located at 500 Elkenburg in the city of South Haven, Michigan. The school is about three blocks from Downtown South Haven and about three blocks east of the Lake Michigan coastline. The population of South Haven is 3,983 (Census 2010). The population of South Haven is 84% White, 7% Black or African American, 0.001% American Indian, 9% Hispanic, 4% Two or More Races, and 4% Some Other Race Alone (2010-2014 American Community Survey 5-Year). The high-school graduation rate is 89.7% and the median household income is \$36, 963 (2010-2014 American Community Survey 5-year). The Census reports 14.6% of individuals living below the poverty level, but most local data suggests it is above 50%.

Lincoln is an early elementary (Public school) and houses approximately 300 preschool through third grade students. Lincoln Elementary has 22 teachers with a range of teaching experience (0-5 years teaching=2, 6-10 years teaching=4, 11-15 years teaching=4, 16-20 years=4, 20-25 years teaching=0, 25-30 years teaching=1, 30+ years teaching=1). The teaching staff is 100% female and white (not Hispanic or Latino).

Although the district enrollment as a whole has declined over the past three years, Lincoln's enrollment has stayed steady (\*288 students in 2016, 291 students in 2015, 298 students in 2014, 288 students in 2013). Lincoln's enrollment is made up of approximately 1% Asian/American Indian Students, 13% Multi-racial Students, 13% African American Students, 23% Hispanic Students, and 50% White Students. 100% of Lincoln students receive free or reduced lunch rates. 73.9% of students are Economically Disadvantaged. \*Data source: [www.mischooldata.org](http://www.mischooldata.org)

Lincoln is home to the YDC Program (before and after school care) for the district, an early-on coordinator, a migrant/bilingual family support center, and Van Buren ISD support staff.

There are several unique features and challenges associated with the South Haven Community. Since the City of South Haven is located on Lake Michigan, it is a very popular tourist destination. During the summer, the population increases from about 4,000 to over 30,000 during peak vacation season around the 4th of July. Many homes in the City of South Haven are summer cottages, so people only reside here during the summer months. Since the year-long population changes dramatically during the summer, many residents have a difficult time finding consistent employment. Many local businesses hire additional help for the summer months, but have to let people go when the summer ends. All of these factors contribute to the lack of affordable housing in the City of South Haven. Many Chicago residents purchase summer homes or rent the homes out for additional income. The rich farmland the surrounding area, also creates many jobs for migrant workers. This is another seasonal population that comes from early spring and leaves during the fall. Migrant students participate in a summer school program and receive additional support throughout the school year.

Since 73.9% of Lincoln students are Economically Disadvantaged, they have special needs which must be addressed before these students are ready to learn. All Lincoln students are able to eat a free breakfast and lunch. The school partners with Van Buren ISD to provide nutrition classes and encourage healthy living. Van Buren Community Mental Health provides support for at-risk students. In addition, many volunteer organizations help students in need. Blessings in a Backpack provides food for students each weekend, the Van Buren dental van provides oral hygiene for students that can't go to a dentist, and many volunteers help students during the school day (Kid's Hope Mentors, [church groups, etc.](#)).



## **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 staff at Lincoln Elementary strives to provide an environment that will allow all students to achieve the academic and social skills necessary to be life-long learners and productive members of society. We believe all children can learn and with the help of parents, we can help every child make behavioral and academic gains during their time at Lincoln.

Vision: South Haven Public Schools is THE district of choice, where all students graduate with outstanding academic skills and exemplary character.

Mission: To offer our students innovative learning opportunities that engage, ignite and challenge them and to support our students in taking control of their own futures through service, citizenship, scholarship, and personal responsibility.

## **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.**

During the 2013-2014 school year Lincoln Elementary moved from the 5th percentile on the Top to Bottom list to the 41st percentile! We have significant and steady increases in student achievement in all core areas as measured by MEAP/M-STEP, NWEA, and local assessments.

Lincoln has a strong positive behavior support program that has grown over the last three years and includes family and community involvement. The program consists of school-wide positive behavior support, modeling of appropriate behavior, and incentives for the students to demonstrate good character.

Lincoln continues to work with the other schools in the district to create a k-12 curriculum that is based on the Common Core State Standards.

Lincoln third graders were 1 to 1 with I-pads in 2015, which means that each student had his/her own device. In the 2015-16 school year, first grade through third grade students at Lincoln will have their own I-pad to use throughout the school day.

Lincoln implemented eSpark in all first through third grade classrooms. eSpark is an I-pad application which differentiates math instruction on the I-pad based on a student's NWEA scores.

Mrs. Smith won the Golden Keyboard Award in 2015 for her use of technology in her 2nd grade classroom.

Lincoln was certified as a "Green School" in 2015.

Lincoln was certified as a "Heart Safe School" in 2015.

Lincoln received an "A" rating by the Mackinac Center for Public Policy as noted in the 2015 Elementary and Middle School Context and Performance Report Card in 2016.

Mrs. Meyer won the district Pride Award in 2016.

Mrs. Weber won an Educational Hero Award from the Van Buren ISD for her 47 years of teaching service in 2016.

## **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 staff work hard to maintain strong relationships with local businesses and community groups. Lincoln staff, students, and families participated in a 5K run fundraiser and raised over \$10,000 for the district.

# **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.**

A variety of stakeholders were involved in the development of the school improvement plan. These stakeholders included administrators, teachers, paraprofessionals, parents, and students. The school team consisted of the principal, special education teacher, Title I teacher, paraprofessional, and a classroom teacher from each grade (K-3). The school team remained in place from the previous school year. Parents were asked to attend our meetings on a voluntary basis and included both parents of students who received Title support and parents of students that did not receive Title support. Students were involved in the process when they completed perception surveys.

Meetings were held at different times and days to accommodate different schedules. Meetings were held before school, during school, and after school or during the evening. If parents weren't able to attend, the Title I teacher communicated progress and questions with the group.

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

Students in grades K-3 participated in the development of the school improvement plan. They completed surveys on their Ipad to help us determine our student perception data.

Parents (with and without students who receive Title support) participated in the development of the school improvement plan. Parents helped update and review the Parent Involvement Policy and Student-Teacher-Parent Compact. Parents completed surveys which allowed us to gain perception data from their point of view. Parents also attended school improvement meetings and provided feedback on new initiatives, when appropriate.

Teachers and administrators (Principal and Data Coach) participated in the development of the school improvement plan by attending monthly meetings and completing the school improvement process. Teachers worked as a team to analyze perception, behavior, and achievement data. This data was used to create a Comprehensive Needs Assessment (CNA). This CNA was used to drive our school improvement plan and schoolwide Title I diagnostic. Teachers also communicated updates at staff meetings and to parents as we moved through the process. The Principal completed the components in ASSIST based on the CNA created by the team.

**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 school improvement plan was posted on the school website so that all stakeholders have access. The staff reviews the plan at the first staff meeting of the school year. In addition, the goals are communicated to parents in the first newsletter of the school year. Stakeholders receive progress information at our monthly school improvement meetings or annually depending on the plan.

# 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?**

Although the district enrollment as a whole has declined over the past three years, Lincoln's enrollment has stayed fairly steady. If the enrollment decreases, it would pose challenges due to the loss of revenue. The school may have to reduce sections at each grade level depending on student enrollment.

288 students in 2016

291 students in 2015

298 students in 2014

288 students in 2013

### **Student Demographic Data**

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

21.4% of Lincoln students were chronically absent during the 2014-15 school year

23.2% of Lincoln students were chronically absent during the 2013-14 school year

29.6% of Lincoln students were chronically absent during the 2012-13 school year

\*[www.mischooldata.org](http://www.mischooldata.org)

To address the challenge of chronically absent students, we have reviewed our attendance policy. We work closely with the Van Buren County truancy officers who support our district/state attendance policy. In addition, we have updated our Student-Teacher-Parent Compact to reflect the importance of regular attendance.

### **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?**

\*ODRs (Office Discipline Referrals)

658 or 2.97 per day in 2015-16

405 or 1.85 per day in 2014-15

99 or 0.45 per day in 2013-14

\*The SIP Team reviewed this data, but decided it wasn't valid trend data since the ODR has changed each year for the past three years. It was changed prior to the 2015-16 school year to match our SWIS System which we used to track school-wide behavior. Also, prior to 2015-16, a different referral was used on recess as inside the school.

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Suspensions (In/out of school)

26 days for 2015-16 (7 days for general education students, 21 days for students with an IEP)

17 days for 2014-15 (14 days for general education students, 3 days for students with an IEP)

No data available for 2013-14 since the district switched to PowerSchool

The biggest challenge identified has been with several extreme cases of behavior. Some children are not able to control themselves and have required a more restrictive placement in the district "Transition Room." This is a special education room which teaches students how to behave in the school setting and prepares them to enter a general education classroom. Most other behavior challenges are being addressed through our school-wide PBIS and character education program (Marvin and Jessie).

### Student Demographic Data

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

Since our enrollment has remained steady, we should continue our current methods to communicate our School of Choice window, kindergarten round-up, etc. While attendance remains an issue, we should continue to follow our district's attendance policy and communicate with families regularly so they understand the importance of coming to school. Lastly, we should continue to monitor ODRs and analyze the data to look for trends. Our school-wide PBIS and character education program (Marvin and Jessie) will continue to encourage positive behavior at school.

### 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?

Principal (10 years of teaching experience and 2 years of experience as a principal)

Since the principal has a wide range of teaching experience and has completed his first two years as a principal at Lincoln Elementary, this should have a positive effect on student achievement.

### 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?

Teachers:

0-5 years of experience=2

6-10 years of experience=4

11-15 years of experience=4

16-20 years of experience=4

20-25 years of experience=0

25-30 years of experience=1

30+ years of experience=1

Since there is a wide range of teaching experience at Lincoln Elementary, this should have a positive effect on student achievement.

### 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?**

Principal

0.5 days due to illness/family care

3 days for professional learning (5D+ training at the ISD and SIP Title I Training)

### 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?**

There are 20 certified teachers at Lincoln Elementary. Combined, 476 days were missed due to illness and approximately 50 days due to professional learning. The total number of days for teacher absences is approximately 526. When the teacher is absent, it has a negative impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

The school leader and teaching staff have a wide range of experience. We should continue to seek out the best possible candidates for any job openings that arise. While teacher attendance can be improved, it is important to note that three teachers were out of work due to medical leaves (FMLA). Teachers that exceed the attendance limits of the teaching contract will be notified during their annual evaluation.

## **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?**

After reviewing the School Systems Review, Standard 4: Instructional Leadership and Standard 7: Professional Learning Culture stand out as strengths.

### **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?**

After reviewing the School Systems Review, Standard 3: Assessments (Student involvement in the assessment process) stands out as a challenge.

### **12. How might these challenges impact student achievement?**

In our school improvement meetings, we discussed this challenge. While it is difficult for many preschool through third grade students to understand the importance of each assessment, we decided that there are ways to keep them involved so it has a positive impact on student achievement. We spent extra time this year addressing the testing environment and making sure our students felt positive about each assessment they took. Next year, we hope to add more student self-monitoring throughout the school year.

### **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.**

To address these challenges, we hope to incorporate an activity to address student involvement in the assessment process.

### **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?**

Lincoln is a Title I building and coordinates resources to provide timely interventions to all students. Teachers use data to inform parents and provide Title I and Title III support to students. If a student continues to struggle, the classroom teacher can initiate the "TEAM" process where we meet with the support staff (special education teacher, speech pathologist, psychologist, social worker), teacher, principal, and parent(s) to discuss the concerns. We discuss current and future interventions and review all relevant data. If the recommended interventions do not show academic growth, the team may consider special education testing. Parent consent must be given to test a student and all testing results are reviewed with the parent and an IEP or 504 plan is created, when appropriate. The principal and special education supervisor ensure that IEPs are followed and updated/reviewed annually with parents.

Lincoln students also have extended learning opportunities. At the elementary level, students can participate in at-risk summer school or migrant summer school. Teachers recommend students for these programs and parents must give consent. Parents are informed of their child's progress throughout the program.

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

Lincoln students in 1st grade through 3rd grade, have at-risk summer school or migrant summer school available. Students are recommended by their teacher to attend at-risk summer school. Migrant students are contacted by the Migrant Summer School Coordinator to attend the program. Parents must give consent to participate in a summer school program.

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

The extended learning opportunities available to Lincoln students include at-risk summer school and migrant summer school. The Migrant Summer School Coordinator contacts (mail and/or phone) families and helps them through the enrollment process when they move back to South Haven. A translator is also available for Spanish-speaking families. For at-risk summer school, teachers recommend students based on academic data (NWEA scores, DIBELS, local assessments, etc.) Parents receive a letter in the mail when their child is recommended for at-risk summer school. Parents need to give written consent if they would like their child to participate. If parents don't respond to the letter, a follow-up phone call is made by the coordinator or teacher.

### **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?**

The state content standards are being implemented with fidelity at Lincoln Elementary. All curriculum resources are put into Atlas for teacher reference. The Curriculum Director and curriculum committee approve all changes to the district's curriculum. Horizontal alignment occurs through district pacing guides, available to all elementary teachers and both buildings. In addition, teachers participate in monthly PLC meetings and discuss pacing/assessments for each subject taught. Vertical alignment has not taken place in PLC meetings, but the district approved curriculum supports vertical alignment.

### **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.**

N/A

## **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**

Our DIBELS data shows that 59% of all Lincoln students were proficient (scored green/core support or yellow/strategic support). Our NWEA data shows that all grades, K-2, are within a point or above the National norm (average RIT score). 3rd grade is only 5 points away. Based on our 3rd grade M-Step data (2015), 50% of Lincoln third graders were proficient.

K-3 teachers will be working with Western Michigan University on an early literacy grant. Reading instruction will be the focus of this professional development. The grant will take place over the next year and a half. In addition, the district will be piloting a new reading curriculum next year.

### **19b. Reading- Challenges**

Although our DIBELS data was positive overall, it did show us that 41% of our students require intensive intervention. According to the M-Step, only 50% of our students are proficient in reading. NWEA data shows us that we are close to the National norm, but only exceeding the expectation in first grade.

We began using the Oakland Schools MAISA units this year and have had limited success. Many teachers felt that the units did not address the needs in their classroom well. The district is considering a new curriculum adoption next year, so teachers will be piloting two new reading programs.

### **19c. Reading- Trends**

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### Dibels

	2012-23	2013-14	2014-15	2015-16
Intensive	44%	38%	44%	41%
Strategic	25%	28%	21%	25%
Core	31%	34%	34%	34%

### Spring NWEA Reading Data (2013-2016)

Kindergarten 158.5, 160.6, 161.3, 156.3

1st Grade 171.9, 176.2, 175.1, 177.6

2nd Grade 183.7, 181.7, 197.6, 186.6

3rd Grade 194.8, 198.5, 183.0, 193.4

(Data based upon Mean RIT score)

### 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.**

Reading will continue to be a focus in our school improvement plan. We anticipate a curriculum adoption next school year, so we will be piloting two reading programs and asking for teacher feedback. This will be reflected on the plan. In addition, we will continue to partner with Western Michigan University for our early literacy grant. This professional education will be very beneficial and we work to increase the reading proficiency on M-Step, NWEA, and Dibels assessments.

### 20a. Writing- Strengths

Our local data suggests that approximately 59% of all Lincoln students are proficient in writing.

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K=67%

1st=56%

2nd=70%

3rd=42%

Average=59%

### 20b. Writing- Challenges

Based on M-Step scores (2015), 42% of Lincoln 3rd grade students are proficient in writing and 42% of 4th grade students are proficient in writing (4th grade reported since 3rd grade M-Step is ELA not writing specific). Our writing curriculum is another challenge. Teachers piloted one or two Oakland Schools MAISA writing units this year, but we do not have a common writing curriculum to follow. In addition, teachers are not using a common assessment in writing at this time.

### 20c. Writing- Trends

M-Step (2015) 3rd grade=42%, 4th grade=42%, 5th grade=48%

Classroom data will be collected and analyzed for trend reports. Currently, only 2015-16 data is available.

K=67% proficient

1st=56% proficient

2nd=70% proficient

3rd=42% proficient

School Average=59%

### 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.**

These challenges will be addressed in our school improvement plan. We hope to continue with the Oakland Schools MAISA units next year and discuss common assessment during our PLC meetings. It is important that we begin to collect common assessment data so that we can provide additional support for our tier 2 and tier 3 students. Since we anticipate a new curriculum adoption, we will continue to focus on strong tier 1 instruction while collecting and analyzing common assessment data. This will be an important system to put in place, even if the curriculum/program changes.

**21a. Math- Strengths**

Based on M-Step data (2015), Lincoln 3rd graders were 54% proficient in Concepts and Procedures. K and 1st grade scored above the National NWEA 2015 norm (mean RIT score) and 2nd-3rd grade are within a point of the norm.

Lincoln 1st-3rd grade students used eSpark to supplement the math curriculum. This application uses their NWEA score to match each student with an application based on his/her needs.

**21b. Math- Challenges**

Based on M-Step data, only 43% of Lincoln 3rd graders are proficient in math. This data also showed that there was a gap for our Economically Disadvantaged students (35% proficient) and Limited English Proficient students (17%). Problem Solving and Analysis (33% proficient), and Modeling and Analyzing (27% proficient) were also difficult for students according to M-Step data.

**21c. Math- Trends**

Math NWEA Trend Data (Mean RIT score 2013-2016)

Kindergarten 158.3, 162.9, 164.9, 161.4

1st Grade 173.0, 179.1, 178.3, 187.6

2nd Grade 187.3, 183.8, 184.8, 191.3

3rd Grade 199.5, 199.1, 196.7, 202.4

**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.

While our math data shows a positive trend, we plan to address this area in our school improvement plan. While K-1st grade have exceeded the National norm (2015 mean RIT norm), our 2nd and 3rd grade students are very close (within a point of the norm). We plan to use eSpark next school year which will support differentiated instruction for our tier 2 and tier 3 students. In addition, the district will be adopting the Engage math program which will align to the state content standards and support our strong tier 1 instruction. This program is very strong in modeling and explaining, so we hope it addresses some of the weak areas according to our M-Step data.

### 22a. Science- Strengths

Lincoln teachers use the Battle Creek Science kits and report that students enjoy the hands-on lessons which match state content standards.

K=79% proficient

1st=81% proficient

2nd=79% proficient

3rd=77% proficient

\*Local assessment data used (Battle Creek Science kits)

### 22b. Science- Challenges

Based on M-Step data, only 16% of 4th grade students are proficient in science (2015). In addition, teachers across the district do not use common assessments with their students once they complete a unit. An additional challenge is that the Battle Creek science kits are going to be updated over the next two years to align with the newly adopted state content standards.

### 22c. Science- Trends

2014-Data N/A (Meap)

2015-16% proficient (M-Step 2015, 4th grade since Lincoln is a K-3 school)

Local data is only available for 2015-16.

K=79% proficient

1st=81% proficient

2nd=79% proficient

3rd=77% proficient

\*Local assessment data used (Battle Creek Science kits)

## 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.**

These challenges will be addressed in our school improvement plan. We plan to give common assessments after each Battle Creek Science kit and collect/analyze the data. In addition, we hope to spend some time updating our kits to align with the new state content standards. We plan to phase in a new kit each year, for the next two years as Battle Creek Science makes them available. This should improve our tier 1 science instruction for all students.

## 23a. Social Studies- Strengths

All students at Lincoln Elementary receive social studies instruction based on state content standards. Local data suggests that students are doing well in this area.

K=73% of students are proficient

1st=78% of students are proficient

2nd=77% of students are proficient

3rd=77% of students are proficient

Average=76% of all Lincoln students are proficient

\*Local data

## 23b. Social Studies- Challenges

While students appear to do well on our local data, the M-Step data shows that only 14% of all students were proficient in 2015 (5th Grade) and 16% of all students were proficient in 2014 (5th Grade). 5th Grade data is reported since Lincoln is a K-3 building.

## 23c. Social Studies- Trends

M-Step Data (5th Grade)

2014=16% proficient

2015=14% proficient

Local data is only available for the 2015-16 school year.

K=73% of students are proficient

1st=78% of students are proficient

2nd=77% of students are proficient

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3rd=77% of students are proficient

Average=76% of all Lincoln students are proficient

\*Local data

### 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.**

These challenges will be addressed in our school improvement plan. We plan to use PLC time to determine common assessments that each grade level will use. This will give us additional data to analyze and determine future areas of need to support our tier 1 instruction in this content area.

## **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?**

Based on our student survey results, the students felt that their teacher cared about them.

### **24b. Student Perception Data**

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

Based on student survey results, students felt that their work was sometimes too challenging.

### **24c. Student Perception Data**

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

Teachers will continue to differentiate instruction so that students are working at their level. New initiatives, like eSpark on the Ipad, will allow teachers to use NWEA data to match their instruction with specific areas of need for each student.

### **25a. Parent/Guardian Perception Data**

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

Based on parent survey results, parents felt like they could communicate with their child's teacher easily.

### **25b. Parent/Guardian Perception Data**

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

Based on parent survey results, parents were most concerned that their child didn't always enjoy coming to school.

**25c. Parent/Guardian Perception Data**

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

The SIP team felt that the survey question was vague and we need clarification. We hope to survey parents next year to find out specifically why students tell them they don't want to go to school. Once we have more information, we'll be able to address this concern.

**26a. Teacher/Staff Perception Data**

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

Based on teacher/staff survey data, teachers felt that the principal has excellent two-way communication with the staff.

**26b. Teacher/Staff Perception Data**

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

Based on teacher/staff survey data, teachers felt that the professional development offered didn't always support teaching expectations.

**26c. Teacher/Staff Perception Data**

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

We hope to look at our professional development calendar this summer and make sure that it is aligned with our SIP and teacher expectations. With many new initiatives and curriculum changes, it will be a good area to address for the school.

**27a. Stakeholder/Community Perception Data**

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

Based on community survey data, stakeholders felt like the school made many improvements in communication. The school/district website was updated and the teaching staff communicates to parents using more than one method of communication.

**27b. Stakeholder/Community Perception Data**

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

Based on community survey data, stakeholders felt that teachers should use more individualized instruction.

**27c. Stakeholder/Community Perception Data**

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

The school improvement plan will address the lowest levels of satisfaction, so we hope to survey the community next year and see a higher level of satisfaction.

## Summary

### 28a. Summary

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

Our demographic data showed that our enrollment is steady and we have a range of teaching experiences at Lincoln. Our challenges include attendance and school behavior as both chronically absent students and office discipline referrals have increased over the last few years.

Our process data showed that we have strong instructional leadership and professional learning community. Our challenges involve getting our students more involved in the assessment process and self-monitoring.

Our achievement data showed that our math scores have had a positive trend and we should continue the eSpark initiative we began this year with our one to one Ipads. Our challenges surround reading and writing, since these scores were significantly lower than other areas based on our data.

Our perception data showed that our teachers care about their students and are easy to communicate with according to parents. Our challenge will be to find why some parents surveyed felt their child did not always enjoy coming to school.

### 28b. Summary

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

If the challenges we identified are addressed, it will have a positive impact on student achievement. If not addressed, these challenges will have a negative impact on student achievement.

### 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?**

These challenges will be addressed in our school improvement plan goals, measurable objectives, and strategies and activities. Poor attendance will be addressed through policy review, support from the truancy officer, and monitoring student attendance data. Discipline will be addressed through school-wide PBIS initiatives, our Marvin and Jessie lessons, and the MiBIsi lessons. To address the student's role in assessments, we hope to use student data folders and communicate well with parents. To address our reading challenges, we plan to pilot and adopt a new reading program and analyze common assessments to see how effective the changes are. Lastly, to address some parent survey concerns, we hope to gain more specific information regarding some of their general concerns through additional conversations and

surveys.

# **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	Lincoln is a Preschool-3rd grade building. Students in grades K-3 take the NWEA test three times per year. Students take the state-wide assessment when appropriate (M-Step/MI-Access in 3rd Grade).	

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		AER 15-16

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A, Lincoln is a Preschool-3rd grade building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A, Lincoln is a Preschool-3rd grade building.	

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		

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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	Carey Frost, Director of Instructional Services 554 Green Street South Haven, MI 49090  (269) 637-0536	

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		Parent Involvement Policy 15-16

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Student Parent Teacher Compact 15-16

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Comprehensive Needs Assessment	SHPS CNA 15-16

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

A comprehensive needs assessment was completed during the 2015-16 school year. It is available for review under the "Additional Requirement Diagnostic." Teachers, students, parents, and administration participated in the the comprehensive needs assessment. Parents helped update the parent-student-teacher compact, parent involvement policy, and completed a perception survey. Students completed perception surveys too. Teachers and the principal reviewed demographic data, student achievement data, process data, and made conclusions to update the school improvement plan and goals.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Demographic:

Lincoln Elementary K - 3rd Grade

Student Count: 291

Attendance Rate: 95.1%

Free/Reduced Lunch Rate: 89.7% (100%)

Economically Disadvantaged Students: 75.8% (73.9%)

Although the district enrollment as a whole has declined over the past three years, Lincoln's enrollment has stayed fairly steady. If the enrollment decreases, it would pose challenges due to the loss of revenue. The school may have to reduce sections at each grade level depending on student enrollment.

288 students in 2016

291 students in 2015

298 students in 2014

288 students in 2013

21.4% of Lincoln students were chronically absent during the 2014-15 school year

23.2% of Lincoln students were chronically absent during the 2013-14 school year

29.6% of Lincoln students were chronically absent during the 2012-13 school year

\*[www.mischooldata.org](http://www.mischooldata.org)

To address the challenge of chronically absent students, we have reviewed our attendance policy. We work closely with the Van Buren County truancy officers who support our district/state attendance policy. In addition, we have updated our Student-Teacher-Parent Compact to reflect the importance of regular attendance.

\*ODRs (Office Discipline Referrals)

658 or 2.97 per day in 2015-16

SY 2016-2017

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## School Improvement Plan

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405 or 1.85 per day in 2014-15

99 or 0.45 per day in 2013-14

\*The SIP Team reviewed this data, but decided it wasn't valid trend data since the ODR has changed each year for the past three years. It was changed prior to the 2015-16 school year to match our SWIS System which we used to track school-wide behavior. Also, prior to 2015-16, a different referral was used on recess as inside the school.

Suspensions (In/out of school)

26 days for 2015-16 (7 days for general education students, 21 days for students with an IEP)

17 days for 2014-15 (14 days for general education students, 3 days for students with an IEP)

No data available for 2013-14 since the district switched to PowerSchool

The biggest challenge identified has been with several extreme cases of behavior. Some children are not able to control themselves and have required a more restrictive placement in the district "Transition Room." This is a special education room which teaches students how to behave in the school setting and prepares them to enter a general education classroom. Most other behavior challenges are being addressed through our school-wide PBIS and character education program (Marvin and Jessie).

Since our enrollment has remained steady, we should continue our current methods to communicate our School of Choice window, kindergarten round-up, etc. While attendance remains an issue, we should continue to follow our district's attendance policy and communicate with families regularly so they understand the importance of coming to school. Lastly, we should continue to monitor ODRs and analyze the data to look for trends. Our school-wide PBIS and character education program (Marvin and Jessie) will continue to encourage positive behavior at school.

Process Data:

After reviewing the School Systems Review, Standard 4: Instructional Leadership and Standard 7: Professional Learning Culture stand out as strengths. After reviewing the School Systems Review, Standard 3: Assessments (Student involvement in the assessment process) stands out as a challenge. In our school improvement meetings, we discussed this challenge. While it is difficult for many preschool through third grade students to understand the importance of each assessment, we decided that there are ways to keep them involved so it has a positive impact on student achievement. We spent extra time this year addressing the testing environment and making sure our students felt positive about each assessment they took. Next year, we hope to add more student self-monitoring throughout the school year. To address these challenges, we hope to incorporate an activity to address student involvement in the assessment process.

Perception Data:

Surveys were given to teachers, parents, students, and community members. A detailed report of each is available in the School Data Analysis. Overall, students felt that their teachers cared about them, but that sometimes the work was too difficult. Teachers felt that there was good communication in the school, but professional development didn't always match teaching expectations. Parents felt that they could communicate easily with teachers, but that their students did not always want to come to school. The community had many positive comments about the school, but wanted more individual instruction when possible. This data was analyzed, discussed, and incorporated into the school improvement plan.

Student Achievement:

Data Reviewed:

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## School Improvement Plan

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2014 MEAP Data, 2015 M-Step Data, Spring 2015 NWEA - Math & Reading

State's Top to Bottom List Ranking 2013 - 2014 (no top to bottom rankings calculated for 2014-15)

Percentile by building:

Lincoln - 41

ELA: 3rd Grade MEAP/M-STEP Proficiency - LE

2014 Aggregate 75%

2015 Aggregate 41%

Decrease of 34%

ELA: 3rd Grade MEAP/M-STEP Proficiency - Subgroup: Gender - LE

2015 Males 35%

2015 Females 46%

Discrepancy 11%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged 71%

2015 Non-Educationally Disadvantaged 33%

Discrepancy 38%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged 71%

2015 Non-Educationally Disadvantaged 33%

Discrepancy 38%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient 42%

2015 Non-Limited English Proficient 33%

Discrepancy 9%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (27) 46%

2015 Asian Proficient (1) 100%

2015 Black Proficient (12) 17%

2015 Hispanic Proficient (10) 40%

2015 Multi-Racial Proficient (3) 67%

Discrepancy (White & black) 29%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - LE

2015 Migrant Proficient 50%

2015 Non-Migrant Proficient 41%

Discrepancy 09%

## School Improvement Plan

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Reading (Local): Kindergarten -LE

Assessment NWEA Reading

Year Spring 2015

% of students > 80th percentile 14%

Reading (Local): 1st Grade - LE

Assessment NWEA Reading

Year Spring 2015

% of students > 80th percentile 8%

Reading (Local): 2nd Grade - LE

Assessment NWEA Reading

Year Spring 2015

% of students > 80th percentile 14%

Reading (Local): 3rd Grade - LE

Assessment NWEA Reading

Year Spring 2015

% of students > 80th percentile 12%

Specific ELA Strands with Proficiency (Overall)

Lincoln

Claim 1: Reading - 50%

Claim 2: Writing - 47%

Claim 3: Listening - 35%

Claim 4: Research & Inquiry - 40%

Mathematics: 3rd Grade State Assessment Proficiency - LE

2014 Aggregate (MEAP) 54%

2015 Aggregate (MSTEP) 43%

Decrease of 9%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Gender - LE

2015 Males 38%

2015 Females 46%

Discrepancy 8%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged 35%

2015 Non-Educationally Disadvantaged 71%

Discrepancy 36%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - LE

2015 Students with Disabilities 0%

## School Improvement Plan

Lincoln School

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2015 Students without Disabilities 49%

Discrepancy 49%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient 17%

2015 Non-Limited English Proficient 46%

Discrepancy 29%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (37) 54%

2015 Asian Proficient (1) 100%

2015 Black Proficient (12) 8 %

2015 Hispanic Proficient (10) 30%

2015 Multi-Racial Proficient (3) 67%

Discrepancy (White & Black) 46 %

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - LE

2015 Migrant Proficient 50%

2015 Non-Migrant Proficient 33%

Discrepancy 17%

Mathematics (Local): Kindergarten - LE

Assessment NWEA Math

Year Spring 2015

% of students > 80th percentile 25%

Mathematics (Local): 1st Grade - LE

Assessment NWEA Math

Year Spring 2015

% of students > 80th percentile 11%

Mathematics (Local): 2nd Grade - LE

Assessment NWEA Math

Year Spring 2015

% of students > 80th percentile 3%

Mathematics (Local): 3rd Grade - LE

Assessment NWEA Math

Year Spring 2015

% of students > 80th percentile 11%

Specific Mathematics Strands with Proficiency (Overall)

Lincoln Elementary

Claim 1: Concepts & Procedures: 54%

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Claim 2: Problem Solving: 41%

Claim 3: Communicating Reasoning: 34%

Claim 4: Modeling & Analyzing: 27%

Problem Solving & Analysis: 33%

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - LE

2015 Aggregate 42%

Writing Claim #2: 3rd Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender -LE

2015 Males 44%

2015 Females 49%

Discrepancy 5%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged 44%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - LE

2015 Students with Disabilities 25%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient 35%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - LE

2015 Migrant Proficient 61%

Writing: 3rd Grade Percent of Items Answered Correctly - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (37) 50%

2015 Asian Proficient (1) 69%

2015 Black Proficient (12) 34%

2015 Hispanic Proficient (10) 46%

2015 Multi-Racial Proficient (3) 58%

Discrepancy (White & Hispanic) 4%

Writing (Local): Kindergarten - LE

Assessment Classroom Data

Year 2015 - 2016

Proficient 67%

Writing (Local): 1st Grade - LE

Assessment Classroom Data

Year 2015 - 2016

Proficient 56%

Writing (Local): 2nd Grade - LE

## School Improvement Plan

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### Assessment Classroom Data

Year 2015 - 2016

Proficient 70%

### Writing (Local): 3rd Grade - LE

#### Assessment Classroom Data

Year 2015 - 2016

Proficient 42%

### Science: 4th Grade M-STEP Proficiency

2014 Aggregate n/a

2015 Aggregate 16%

### Science: 4th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males 22%

2015 Females 10%

Discrepancy 12%

### Science: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged 11%

2015 Non-Educationally Disadvantaged 25%

Discrepancy 14%

### Science: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities 14%

2015 Students without Disabilities 16%

Discrepancy 2%

### Science: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient 18%

2015 Non-Limited English Proficient 0%

Discrepancy 18%

### Science: 4th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (84) 19%

2015 Asian Proficient (1) 100%

2015 Black Proficient (17) 0%

2015 Hispanic Proficient (31) 10%

2015 Multiracial Proficient (2) 25%

2015 American Indian/Native Alaskan Proficient (0) n/a

2015 Discrepancy (White & Hispanic) %

### North Shore - 4th Grade Science - MTSTEP Science - Percentage of questions answered correctly

Science Processes: 68%

## School Improvement Plan

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Physical Science: 64%

Life Science: 64%

Earth Science: 69%

Science (Local): Kindergarten - LE

Assessment Battle Creek Science

Year 2015 - 2016

Proficient 79%

Science (Local): 1st Grade - LE

Assessment Battle Creek Science

Year 2015 - 2016

Proficient 81%

Science (Local): 2nd Grade - LE

Assessment Battle Creek Science

Year 2015 - 2016

Proficient 79%

Science (Local): 3rd Grade - LE

Assessment Battle Creek Science

Year 2015 - 2016

Proficient 77%

Social Studies: 5th Grade MEAP/MSTEP Proficiency

2014 Aggregate 16%

2015 Aggregate 14 %

Decrease of 2%

Social Studies (Local): Kindergarten - LE

Assessment Local Assessments

Year 2015-16

Proficient 73%

Social Studies (Local): 1st Grade - LE

Assessment Local Assessments

Year 2015-2016

Proficient 78%

Social Studies (Local): 2nd Grade - LE

Assessment Local Assessments

Year 2015-16

Proficient 77%

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Social Studies (Local): 3rd Grade - LE

Assessment Local Assessments

Year 2015-2016

Proficient 77%

## Achievement/Outcome Data

### Reading- Strengths

Our DIBELS data shows that 59% of all Lincoln students were proficient (scored green/core support or yellow/strategic support). Our NWEA data shows that all grades, K-2, are within a point or above the National norm (average RIT score). 3rd grade is only 5 points away. Based on our 3rd grade M-Step data (2015), 50% of Lincoln third graders were proficient.

K-3 teachers will be working with Western Michigan University on an early literacy grant. Reading instruction will be the focus of this professional development. The grant will take place over the next year and a half. In addition, the district will be piloting a new reading curriculum next year.

### Reading- Challenges

Although our DIBELS data was positive overall, it did show us that 41% of our students require intensive intervention. According to the MStep, only 50% of our students are proficient in reading. NWEA data shows us that we are close to the National norm, but only exceeding the expectation in first grade. We began using the Oakland Schools MAISA units this year and have had limited success. Many teachers felt that the units did not address the needs in their classroom well. The district is considering a new curriculum adoption next year, so teachers will be piloting two new reading programs.

### Reading- Trends

#### Dibels

	2012-23	2013-14	2014-15	2015-16
--	---------	---------	---------	---------

Intensive	44%	38%	44%	41%
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Strategic	25%	28%	21%	25%
-----------	-----	-----	-----	-----

Core	31%	34%	34%	34%
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Spring NWEA Reading Data (2013-2016)

Kindergarten	158.5,	160.6,	161.3,	156.3
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1st Grade	171.9,	176.2,	175.1,	177.6
-----------	--------	--------	--------	-------

2nd Grade	183.7,	181.7,	197.6,	186.6
-----------	--------	--------	--------	-------

3rd Grade	194.8,	198.5,	183.0,	193.4
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(Data based upon Mean RIT score)

### Reading- Summary

Reading will continue to be a focus in our school improvement plan. We anticipate a curriculum adoption next school year, so we will be piloting two reading programs and asking for teacher feedback. This will be reflected on the plan. In addition, we will continue to partner with Western Michigan University for our early literacy grant. This professional education will be very beneficial and we work to increase the reading proficiency on M-Step, NWEA, and Dibels assessments.

### Writing- Strengths

Our local data suggests that approximately 59% of all Lincoln students are proficient in writing.

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K=67%

1st=56%

2nd=70%

3rd=42%

Average=59%

### Writing- Challenges

Based on M-Step scores (2015), 42% of Lincoln 3rd grade students are proficient in writing and 42% of 4th grade students are proficient in writing (4th grade reported since 3rd grade M-Step is ELA not writing specific). Our writing curriculum is another challenge. Teachers piloted one or two Oakland Schools MAISA writing units this year, but we do not have a common writing curriculum to follow. In addition, teachers are not using a common assessment in writing at this time.

### Writing- Trends

M-Step (2015) 3rd grade=42%, 4th grade=42%, 5th grade=48%

Classroom data will be collected and analyzed for trend reports. Currently, only 2015-16 data is available.

K=67% proficient

1st=56% proficient

2nd=70% proficient

3rd=42% proficient

School Average=59%

### Writing- Summary

These challenges will be addressed in our school improvement plan. We hope to continue with the Oakland Schools MAISA units next year and discuss common assessment during our PLC meetings. It is important that we begin to collect common assessment data so that we can provide additional support for our tier 2 and tier 3 students. Since we anticipate a new curriculum adoption, we will continue to focus on strong tier 1 instruction while collecting and analyzing common assessment data. This will be an important system to put in place, even if the curriculum/program changes.

### Math- Strengths

Based on M-Step data (2015), Lincoln 3rd graders were 54% proficient in Concepts and Procedures. K and 1st grade scored above the National NWEA 2015 norm (mean RIT score) and 2nd-3rd grade are within a point of the norm.

Lincoln 1st-3rd grade students used eSpark to supplement the math curriculum. This application uses their NWEA score to match each student with an application based on his/her needs.

### Math- Challenges

Based on M-Step data, only 43% of Lincoln 3rd graders are proficient in math. This data also showed that there was a gap for our Economically Disadvantaged students (35% proficient) and Limited English Proficient students (17%). Problem Solving and Analysis (33% proficient), and Modeling and Analyzing (27% proficient) were also difficult for students according to M-Step data.

### Math- Trends

Math NWEA Trend Data (Mean RIT score 2013-2016)

Kindergarten 158.3, 162.9, 164.9, 161.4

1st Grade 173.0, 179.1, 178.3, 187.6

2nd Grade 187.3, 183.8, 184.8, 191.3

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3rd Grade 199.5, 199.1, 196.7, 202.4

### Math- Summary

While our math data shows a positive trend, we plan to address this area in our school improvement plan. While K-1st grade have exceeded the National norm (2015 mean RIT norm), our 2nd and 3rd grade students are very close (within a point of the norm). We plan to use eSpark next school year which will support differentiated instruction for our tier 2 and tier 3 students. In addition, the district will be adopting the Engage math program which will align to the state content standards and support our strong tier 1 instruction. This program is very strong in modeling and explaining, so we hope it addresses some of the weak areas according to our M-Step data.

### Science- Strengths

Lincoln teachers use the Battle Creek Science kits and report that students enjoy the hands-on lessons which match state content standards.

K=79% proficient

1st=81% proficient

2nd=79% proficient

3rd=77% proficient

\*Local assessment data used (Battle Creek Science kits)

### Science- Challenges

Based on M-Step data, only 16% of 4th grade students are proficient in science (2015). In addition, teachers across the district do not use common assessments with their students once they complete a unit. An additional challenge is that the Battle Creek science kits are going to be updated over the next two years to align with the newly adopted state content standards.

### Science- Trends

2014-Data N/A (Meap)

2015-16% proficient (M-Step 2015, 4th grade since Lincoln is a K-3 school)

Local data is only available for 2015-16.

K=79% proficient

1st=81% proficient

2nd=79% proficient

3rd=77% proficient

\*Local assessment data used (Battle Creek Science kits)

### Science- Summary

These challenges will be addressed in our school improvement plan. We plan to give common assessments after each Battle Creek Science kit and collect/analyze the data. In addition, we hope to spend some time updating our kits to align with the new state content standards. We plan to phase in a new kit each year, for the next two years as Battle Creek Science makes them available. This should improve our tier 1 science instruction for all students.

### Social Studies- Strengths

All students at Lincoln Elementary receive social studies instruction based on state content standards. Local data suggests that students are doing well in this area.

K=73% of students are proficient

1st=78% of students are proficient

2nd=77% of students are proficient

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3rd=77% of students are proficient

Average=76% of all Lincoln students are proficient

\*Local data

### Social Studies- Challenges

While students appear to do well on our local data, the M-Step data shows that only 14% of all students were proficient in 2015 (5th Grade) and 16% of all students were proficient in 2014 (5th Grade). 5th Grade data is reported since Lincoln is a K-3 building.

### Social Studies- Trends

#### M-Step Data (5th Grade)

2014=16% proficient

2015=14% proficient

Local data is only available for the 2015-16 school year.

K=73% of students are proficient

1st=78% of students are proficient

2nd=77% of students are proficient

3rd=77% of students are proficient

Average=76% of all Lincoln students are proficient

\*Local data

### Social Studies- Summary

These challenges will be addressed in our school improvement plan. We plan to use PLC time to determine common assessments that each grade level will use. This will give us additional data to analyze and determine future areas of need to support our tier 1 instruction in this content area.

### Conclusions:

Our top priorities continue to be math and reading. We are adopting a new math curriculum this year and piloting two possible ELA curriculums to consider for adoption for the 2017-18 school year. Once we improve our tier 1 instruction in reading and math, we can begin to close our achievement gaps. Our biggest gaps exist between our Economically-disadvantaged students and non Economically-disadvantaged students and between our ELL students and non ELL students. Our school improvement plan will reflect our priority of reading and math. It will also address professional development needs of our teaching staff as we implement new programs.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Our goals are directly connected to the priority needs identified in the comprehensive needs assessment.

All students will behave and interact appropriately in all learning and social environments.

All students at Lincoln Elementary will become proficient in reading.

All students at Lincoln Elementary will become proficient in math

All students at Lincoln Elementary will become proficient writers.

All students at Lincoln Elementary will become proficient in science.

All students at Lincoln Elementary will become proficient in social studies.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Our comprehensive needs assessment shows that the goals address the needs of the whole school population. The strategies and activities within each goal area address tier 1 instruction in each content area. In addition, several initiatives will target the tier 2 and 3 students that may require extra support to reach learning targets. Espark, for example, will use each student's NWEA score to create a learning path for that specific student's strengths and weaknesses.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Lincoln Elementary has a strong response to intervention program. All students, regardless of their ability, receive extra instruction based on their ability in core subject areas. Scientifically researched interventions are used in Tier II and III. Classroom teachers receive regular PD to help them use best practices in lesson development and lesson delivery.

The following initiatives will also ensure all students reach the state's standards:

1. Alignment of Common Core State Standards to instruction
2. Targeted interventions for students not meeting standards in math and reading
3. Development and implementation of the professional learning community model
4. eSpark math intervention on the Ipad
5. Implementation of MAISA reading and writing units beginning in the fall of 2015
6. Engage math curriculum in the fall of 2016

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Specific skill and knowledge deficits are identified by summative and formative assessments. These specific skills are targeted with instruction using interventions that are created to increase those particular skills. Data is used regularly to ensure that interventions are helping at-risk students.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

Data in the comprehensive needs assessments affirmed our understanding of which areas of the core needed to be targeted using research based reform strategies.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

State, District, and grade level assessments are used to identify specific skill deficits. Students who are at-risk in core subject areas receive a tier one intervention in the regular education classroom by the classroom teacher. Students who score strategic or intensive in core subject areas enter tier two or tier three interventions delivered in small groups by Title I or Special education teachers.

### **5. Describe how the school determines if these needs of students are being met.**

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Progress monitoring in reading and math determine whether students' needs are being met by specific interventions. If students score below the aim line in interventions during three consecutive progress monitoring sessions, then the student is placed in a different intervention that is geared toward better meeting their needs.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All teachers meet the NCLB requirements for highly qualified.	

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

Lincoln Elementary has maintained a staff of highly qualified teachers. From the 2014-15 school year to the 2015-16 school year, there was one teacher change. A 3rd grade teacher accepted a position in his hometown and left the district. He was replaced by an internal applicant from the other elementary school who was a 2nd grade teacher.

### 2. What is the experience level of key teaching and learning personnel?

Years of Experience

0-5 years of experience=2

6-10 years of experience=4

11-15 years of experience=4

16-20 years of experience=4

20-25 years of experience=0

25-30 years of experience=1

30+ years of experience=1

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Lincoln Elementary is a great place to work. The staff is very professional and always willing to help each other. New teachers receive mentors and all teachers have common planning time and lunch time with their grade level. In addition, teachers are well supported by the principal and central office administration.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

This school year, South Haven Public Schools joined the Van Buren County Consortium so that our jobs are easier to find. In addition, teachers hired with experience may receive up to 5 steps on the salary schedule.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

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## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The professional learning that the staff will receive is aligned with the comprehensive needs assessment and goals of the school improvement plan. Our top priorities are reading and math instruction. This is reflected in the professional learning opportunities offered to staff. Teachers will participate in the Early Literacy professional development offered by Western Michigan University. This PD will focus on research-based techniques and improve teacher quality. In addition, teachers will be trained in our new math curriculum, Engage. This professional development will continue from the 15-16 school year. Teachers attended professional development in June which created a foundation for the next set of skills they will learn in August and throughout the school year. Instructional coaches will help sustain this learning throughout the school year.

### 2. Describe how this professional learning is "sustained and ongoing."

The professional learning is sustained and ongoing. The professional development is continued from the 15-16 school year. Teachers attended three days of PD in June. The skills presented are continued in the fall during the three days of PD prior to school. This professional learning will be ongoing throughout the school year as teachers will have monthly PD and feedback from the instructional coach. This feedback will allow teachers to implement some of the new skills they have gained during professional learning. In addition, teachers will receive professional learning on the new math curriculum, Engage. Teachers will have time to discuss this new curriculum during grade-level meetings and monthly PLC meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Teachers will also receive Engage professional learning (new math curriculum). The dates are still being negotiated but it will occur prior to the 16-17 school year. This is not included as an attachment for this reason.	WMU PD Plan

## Component 6: Strategies to Increase Parental Involvement

**1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are part of the school-wide plan. We included parents in perception surveys and Title I surveys. A title I parent survey helps determine the needs of the school. Parents serving on the parent advisory board have input into the school wide plan.

**2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents are involved in the implementation of the plan by participating in the school improvement committee as well as helping to produce extra programming for students.

**3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Parents will be involved in the evaluation of the schoolwide plan by serving on the school improvement committee and by filling out program evaluation surveys.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

**5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).**

Provide information and assistance to parents regarding the state and local academic standards and assessments. (1118 e. 1)

- Copy of the Common Core State Standards
- Assessments shared at Parent/Teacher conferences
- State assessment results sent to parents
- Local assessment results sent to parents
- Progress Monitoring reports for students requiring interventions sent to parents
- A reading specialist will be available to assist with any questions and provide information about assessments and strategies.

Provide materials and trainings to parents. (1118 e. 2)

- Title I meeting
- Kindergarten orientation
- Family math and reading nights
- List of community resources
- Summer reading programs

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- District, school, and classroom newsletters
  - District website parent tab - provides parents with materials, resources, and links to help their child/children achieve success
  - Instruct staff in the value of parent involvement and how to effectively communicate with parents
  - Bilingual interpreter
  - Accommodations for parents and guardians with special needs (1118 f)
  - Flexible meeting times
  - Handicapped accessible facilities
  - Phone conferences
  - Interpreters
  - Collaboration with community agencies - i.e. Community Mental Health, Van Buren Intermediate School District, and Kids HOPE program
- Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs. (1118 e. 3)
- Parent involvement will be a part of South Haven Public Schools professional development plan for all teachers. Title I Staff will receive specific Parent Involvement training provide by the local ISD and will share out information to other staff members. Teachers, administrators, and school groups will communicate with parents on a regular basis using a variety of methods - website, phone calls, letters home, local newspaper articles and announcements, etc.
- Coordinate parent involvement activities with other programs: 1118 e. 4)
- Activities and events will be provided every spring and summer to help facilitate the transition from preschool to kindergarten.
  - The district hosts 3 full time GSRP programs in the elementary buildings.
  - PTO
  - Family Nights
  - Head Start
- Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 e. 5)
- The district will utilize daily take home folder in grade k-3 and planners/agendas in grades 4-12.
  - School newsletters/classroom newsletters/district newsletters will be written an language parents can understand
  - Bilingual interpreters will be utilized.
- Provide support for parental involvement at their request. (1118 e. 14)
- Parent requests for assistance will be accommodated at the greatest extent possible to ensure that their individual needs are met. The priority of the school district is to remove as many barriers as possible so that parents may be involved in their child's education. Parent involvement activities accessible to all parents, including those with disabilities, parents of migrant students, and parents who use English as their second language. (1118 f.)
  - The district will provide flexible meetings times, interpreters, home visits, phone conferences, and other accommodations as needed.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The parent involvement component of the schoolwide plan will be evaluated using the MDE program evaluation tool.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

Involvement of parents and other stakeholders in the planning, reviewing, and improving of School-wide Title I programs (1118 c.3)

- Invitations extended to parents in all Title I buildings to participate in a Parent Advisory group every fall
- Parent Involvement Policy will be reviewed at the Annual Title I meeting each fall

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- Post and distribute the Parent Involvement Policy at Parent-Teacher conferences
- Have parents complete Title I parent survey at Parent-Teacher conferences

Parent Advisory group developed the Parent/Teacher/Student compact. The group will review and revise the Parent Involvement Policy to incorporate the suggestions from the surveys

### 8. Describe how the school-parent compact is developed.

The school parent compact was developed by the parent advisory committee and is reevaluated every year at the annual title I meeting.

### 9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents receive the compact from their child's teacher during elementary parent teacher conferences. The teacher reviews the compact with the parent.

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Interpreters are available at open house, for impromptu or planned parent teacher meetings, and at parent teacher conferences. Progress reports and other school documents are translated into other languages as needed.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Lincoln Elementary connects with preschool age children several times a year. Lincoln has an "Early-on" coordinator that makes house calls and attends community events to encourage children to sign up for preschool. Information is passed on to parents regarding kindergarten round-up and school events, which families are encouraged to attend. Preschool families are invited to PTO events at the school, family fitness night, and attend some local field trips with the school. In the spring, students visit the school during the school day and again during round up. During these visits, parents are able to talk with kindergarten teachers and the principal about the start of the school year and what they need to do to be ready. The school also has support services (speech, OT, etc) at these events to screen students that may need additional support.

The school connects with preschool families in the following ways:

- kindergarten round-up
- family links book club
- GSRP sponsored family nights
- Kindergarten Readiness Booklets
- Open house at the beginning of the school year
- PreK program that helps bridge the gap between preschool and young kindergartners
- preschool home visits
- GSRP students receive a weekly, "On track to kindergarten" activity guide for parents

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Preschool teachers have rigorous requirements to maintain their credentials as GSRP teachers. This includes attending monthly GSRP meetings, participating in required professional development, and being rated on the PQA. There is only one preschool teacher at Lincoln Elementary. She attends county-wide professional development specific to preschool age children and the GSRP Program. In addition, the teacher attends kindergarten grade-level meetings and PLC meetings so she is aware of curriculum and behavior expectations. The preschool teacher also attends staff meetings and receives all school communication.

Preschool parents are informed of the skills their child will need when they enter kindergarten. This is done in several ways. First, parents participate in a home visit prior to the start of school. They have an opportunity to ask questions about the school year and the goals they have for their child. Next, parents have fall and spring conferences where they are able to discuss their child's academic and behavior in the classroom. Last, all parents receive a detailed report card explaining their child's strengths and weaknesses.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers are able to provide input into the decisions regarding the use of school-based academic assessments. Teacher input is given during staff meetings, grade-level meetings, PLC meetings before or after school, or at school improvement committee meetings. In addition, teachers meet frequently with the Title I teacher to discuss intervention groups and academic progress/benchmark testing.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers are involved in student achievement data analysis to improve the academic achievement of all students. All teachers have access to student achievement data (Dibels, NWEA, M-Step, Illuminate, etc) and use this data to make intervention groups and to differentiate their instruction. Teachers meet at least 4-5 times per year with the Title I teacher to update the data wall and analyze student benchmark testing data. Teachers discuss unit assessment data at monthly PLC meetings. Lastly, teachers discuss school-wide trend data during school improvement committee meetings.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Lincoln Elementary is a K-3 building, so students do not take the M-Step until 3rd grade. These results are not received before the school year ends, so data from the M-Step is only used for school-wide data analysis/school improvement.

To identify students who experience difficulty mastering State standards, teachers use Dibels, NWEA, and local assessment data. All students take the Dibels benchmark assessment and NWEA MAP test for reading and math in the fall, winter, and spring. These assessments are analyzed and used to identify students who are having difficulty mastering state standards. Teachers meet with the Title I teacher to determine which students are below benchmark and what intervention will benefit their area of need based on the assessments. Once students begin receiving a specific intervention, frequent progress monitoring occurs to verify that students are making progress toward their goals. If students make consistent progress and reach benchmark, they discontinue the intervention. Students that continue to struggle or don't show progress are given a different intervention. If the second or third intervention show little or no progress, the teachers may initiate the "TEAM" process where parents are contacted and may come in to discuss the student's lack of progress. While it is a process, the staff will look at other areas of support (vision, hearing, OT, speech, etc). Special education services are also discussed if the student is unsuccessful after several interventions over the course of the school year.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Timely, effective, additional assistance is provided to students who are struggling to meet state standards. At Lincoln, students participate in WIN time. WIN stands for "What I Need." During this intervention block, students work with a teacher on specific skills and activities.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

To meet students' individual needs, teachers differentiate their instruction across all content areas in the classroom. For example, teachers use the eSpark application on student Ipads to differentiate math instruction. Espark uses a student's NWEA score to match them with content they need additional practice with to master. In a 1st grade classroom, it is easy to observe student working on kindergarten skills while some are working on 2nd or even 3rd grade skills. In addition, teachers use guided reading groups where students are grouped by ability or skill so that students are practicing specific skills they need. Teachers use benchmark testing and unit assessments to determine if a student has mastered a skill or needs additional practice before moving on.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Lincoln Elementary uses various resources to support a variety of programs. These programs are coordinated through the school improvement team to support all students. These resources include Title I and Special Education Services, professional development, an Instructional Coach, a Technology Coach, Title III services, free or reduced meals, YDC (before/after school care), Blessings in a Backpack, and Kid's Hope.

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Title I, Title IC, and Title III resources are coordinated to supplement district programs in the general education setting by providing extra support to struggling learners. At-risk funds are used to assist identified at-risk learners. These funds pay for paraprofessionals to provide extra assistance and academic interventions.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Lincoln Elementary has a school improvement team that is dedicated to improving student behavior and school culture. This group also ensures that Federal, State, and local services are coordinated to meet school wide goals. Of the programs listed, Lincoln received nutrition education through a Wayne State University Grant. This grant paid for a nutrition expert to teach a lesson to each classroom once a month. The school improvement team coordinated these efforts by setting a schedule and communicating with parents.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The school evaluates the implementation of the schoolwide program by analyzing growth data of students, perception data, and minutes of school improvement meetings annually. This is done by the school improvement team, students, teachers, parents, and community to include all stakeholders.

This year during our evaluation, Lincoln Elementary noticed a big shift as all students in first through third grade had their own Ipad. This Ipad was used to enhance technology in the classroom and to utilize Epic reading and eSpark during math intervention time. Espark was a big purchase through Title funds, so the school improvement team was very interested in evaluating its effectiveness at the end of the year. Although we'd like more time to truly see the impact, it seems that eSpark had a positive effect on Lincoln's math NWEA scores. All grades are scoring very close, or above, the national norm for NWEA (average RIT score).

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

The school improvement team evaluates NWEA, Dibels, State and Local data to evaluate the schoolwide program. To evaluate the results of the eSpark initiative, we are closely analyzing our NWEA Math scores. Since eSpark uses student NWEA Math scores to match them with specific skills and activities, we should see a positive trend in the NWEA Math data. Although this was our first year of implementation in first through third grade, it appears that eSpark had a positive impact on student achievement.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

To determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards, the school improvement team analyzes NWEA, Dibels, State and Local data at least annually when a comprehensive needs assessment is completed. By analyzing subgroup trend data, the team can determine how effective the schoolwide program has been for the achievement of students who are furthest from achieving the standards. This comprehensive needs assessment is used to drive the school improvement plan and close achievement gaps the team has identified.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The school improvement team holds monthly meetings to update and revise the schoolwide plan, as necessary. A comprehensive needs assessment is completed annually and the results are analyzed. This analysis is used to revise the plan and ensure continuous improvement of students in the schoolwide program.

# **2016-17 Lincoln School Improvement Plan**

## **Overview**

### **Plan Name**

2016-17 Lincoln School Improvement Plan

### **Plan Description**

16-17 SIP

## 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 at Lincoln Elementary will become proficient in math.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$55003
2	All students at Lincoln Elementary will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$7602
3	All students will behave and interact appropriately in all learning and social environments.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2250
4	All students at Lincoln Elementary will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1
5	All students at Lincoln Elementary will become proficient in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$251
6	All students at Lincoln Elementary will become proficient in social studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: All students at Lincoln Elementary will become proficient in math.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 06/09/2017 as measured by state and local assessments.

### Strategy 1:

Rtl for Mathematics - All students will participate for a minimum of 30 minutes daily in an Rtl program for mathematics.

Category: Mathematics

Research Cited: According to Clark and Luckin (2013), using Ipads in the classroom engage and motivate students, enhance their learning in ways that were previously not possible, and make communication between students and teachers easier. <https://digitalteachingandlearning.files.wordpress.com/2013/03/ipads-in-the-classroom-report-lkl.pdf> <http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole>

Tier: Tier 1

Activity - eSpark	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade through third grade teachers will implement the eSpark application during their math Rtl time block.	Academic Support Program	Tier 1	Implement	09/21/2015	06/07/2016	\$55000	Title I Schoolwide	Technology Department, technology coach, administrators, and classroom teachers.

### Strategy 2:

Curriculum - New curriculum was adopted by the board of education. Teachers will now teach the Engage NY math curriculum.

Category: Mathematics

Research Cited: <https://www.engageny.org/resource/math-toolkit-studies-and-research>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan their instruction using the Engage NY materials.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers, principal, Director of Instruction

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Activity - Walk-throughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will conduct walk-throughs to verify that new curriculum is taught with fidelity.	Walkthrough	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	Principal

### Strategy 3:

Community Engagement - Through community engagement, the school will provide curriculum updates, share student progress and concerns, and educate parents on how they can help their child at home.

Category: Mathematics

Research Cited: <http://www.nea.org/tools/17360.htm>

<https://www.responsiveclassroom.org/what-research-says-about-parent-involvement/>

Tier: Tier 1

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln will host a Parent Night which will provide games and activities to support math education at home.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers and principal

### Strategy 4:

Data Driven Instruction - Teachers will use common assessment data to analyze student progress and inform instruction.

Category: Mathematics

Research Cited: DuFour, R. (1998) Professional Learning Communities that Work.

Tier: Tier 1

Activity - Illuminate Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common assessments to assess student learning in the Engage Math Curriculum. Teachers will enter student data into Illuminate DNA (data warehouse).	Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers and principal

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Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use monthly PLC meetings to analyze student assessment data.	Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

## Goal 2: All students at Lincoln Elementary will become proficient in reading.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading in Reading by 06/09/2017 as measured by state and local assessments.

### Strategy 1:

Curriculum - Teachers will implement the Oakland MAISA reading units during their ELA block. Teachers will pilot one unit of the Reading Street and Journeys curriculum. The district is considering purchasing these programs for the 17-18 school year.

Category: English/Language Arts

Research Cited: <http://readingandwritingproject.org/about/research-base>

[http://www.heinemann.com/shared/onlineresources/e03744/gsp\\_uosr35\\_samppage.pdf](http://www.heinemann.com/shared/onlineresources/e03744/gsp_uosr35_samppage.pdf)

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Brozo, W.G., Shiel, G. & Topping, K. (2008). Engagement in reading: Lessons learned from three PISA countries. Journal of Adolescent and Adult Literacy, 51(4), 304-315.

Cipielewski, J., & Stanovich, K.E. (1992). Predicting growth in reading ability from children's exposure to print. Journal of Experimental Child Psychology, 54, 74-89.

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## School Improvement Plan

Lincoln School

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Moss, B. & Young, T.A. (2010). *Creating lifelong readers through independent reading*. International Reading Association.

Guthrie, J.T. & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329-354). Baltimore: Paul Brookes.

O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94, 474-485.

Tier: Tier 1

Activity - Reading MAISA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received professional development prior to the 2015-16 school year on MAISA reading unit implementation. With administrator and instructional coach support, teachers will implement the MAISA reading units into the ELA block.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2000	General Fund	Director of Curriculum, instructional coach, administrators, and teaching staff.

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln will host a parent education night during which parents will learn strategies and activities to assist their child in mastering reading skills.	Community Engagement, Parent Involvement, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$5600	Title I Schoolwide	Principal, teachers, Title 1 teacher

## School Improvement Plan

Lincoln School

Activity - Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pilot two reading programs the district may adopt for the 17-18 school year, Reading Street or Journeys.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers, principal, Curriculum Director

### Strategy 2:

Rtl - Teachers will use research-based strategies for reading instruction, such as the Daily 5 and guided reading.

Category: English/Language Arts

Research Cited: <http://learning.gov.wales/docs/learningwales/publications/130718-guided-reaching-approach-en.pdf>

<https://www.thedailycafe.com/daily-5/resources-10246/research-rationale>

Tier: Tier 2

Activity - WMU Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in an Early Literacy Grant with Western Michigan University. The teachers will attend professional development and implement new learning in their classroom. Teachers will discuss the Daily 5, guided reading, and other research-based strategies to improve reading instruction.	Professional Learning	Tier 2	Implement	08/29/2016	06/09/2017	\$1	School Improvement Grant (SIG)	Teachers, principal, curriculum director, WMU staff

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every 4-6 weeks to analyze data (dibels, running records, etc) for students placed in reading intervention groups.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

## Goal 3: All students will behave and interact appropriately in all learning and social environments.

## School Improvement Plan

Lincoln School

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### Measurable Objective 1:

demonstrate a behavior improvement by 06/09/2017 as measured by local data.

### Strategy 1:

PBIS - Staff will continue to implement a school-wide Positive Behavior Intervention System.

Category:

Research Cited: [http://www.nasponline.org/resources/factsheets/pbs\\_fs.aspx](http://www.nasponline.org/resources/factsheets/pbs_fs.aspx)

Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., McLaughlin, D. M., McAtee, M. L., Smith, C. E., Ryan, K. A., Ruef, M. B., Doolabh, A., & Braddock, D. (1999). Positive behavior support for people with developmental disabilities: A research synthesis. Washington, D.C.: American Association on Mental Retardation.

Heumann, J., & Warlick, K. (2001). Prevention research & the IDEA discipline provisions: A guide for school administrators. Available: [www.ed.gov/offices/OSERS/OSEP/adminbeh.web.pdf](http://www.ed.gov/offices/OSERS/OSEP/adminbeh.web.pdf).

Horner, R. H., Crone, D. A., & Stiller, B. (2001, March). The role of school psychologists in establishing positive behavior support: Collaborating in systems change at the school-wide level. *Communiqué*, 29(6), 10-12.

Skiba, R. J. (2000, August). Zero tolerance, zero evidence: An analysis of school disciplinary practice. (Policy Research Rep. No. SRS2).

Sugai, G., & Horner, R. (2001, June). School climate and discipline: Going to scale. The National Summit on the Shared Implementation of IDEA, Washington, D.C. Available at: [www.ideainfo.org](http://www.ideainfo.org)

U.S. Department of Education. (2000). Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act. Washington, D.C.: Author.

Walker, H. Colvin, G., & Ramsey, E. (1995). Antisocial behavior in public school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole.

Tier: Tier 1

Activity - Marvin and Jessie	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Lincoln School

Staff and students will continue to use the Marvin and Jessie Life Skills Program to support Lincoln's school-wide PBIS program. Students of the month will be recognized at the assembly.	Community Engagement, Parent Involvement, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$2000	Other	All staff
<b>Activity - MiBLsi Behavior Expectations</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lincoln staff will teach students the behavior expectations outlined in the school-wide PBIS matrix and MiBLsi curriculum. Expectations will be posted so all staff members use consistent language.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All staff at Lincoln Elementary
<b>Activity - Re-teach Behaviors and SWIS</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lincoln staff will report inappropriate behaviors using the behavior referral. This data will be entered into the SWIS system and used, at least monthly, to evaluate student behavior and identify areas of need. Data will also be used to re-teach appropriate student behavior.	Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$250	Section 31a	All Lincoln staff members
<b>Activity - Behavior Support</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will discuss a soft start for students, lunch learning, defined consequence system, rewards and student of the month incentives.	Behavioral Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	All staff

## Goal 4: All students at Lincoln Elementary will become proficient writers.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in writing in Writing by 06/09/2017 as measured by state and local assessments.

## School Improvement Plan

Lincoln School

### Strategy 1:

Curriculum - Teachers will implement the MAISA writing units this school year.

Category: English/Language Arts

Research Cited: <http://achievethecore.org/content/upload/Research%20Supporting%20the%20ELA%20Standards%20and%20Shifts%20Final.pdf>

Tier: Tier 1

Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the MAISA writing units. Each teacher piloted a unit or two this past school year and attended professional development which focused on unit implementation. Teachers should be able to use the units this school year.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

Activity - Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will pilot a new writing program in collaboration with our reading curriculum update. The district is considering a Reading Street or Journeys Program adoption for the 17-18 school year. To help make this decision, teacher will pilot a unit and provide feedback to the district curriculum committee.	Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers, principal, Curriculum Director

### Strategy 2:

Data Driven Instruction - Teachers will analyze common assessment data to inform instruction and curriculum.

Category: English/Language Arts

Research Cited: Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128.

Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.

DuFour, R. (1998) Professional Learning Communities that Work.

Tier: Tier 1

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lincoln School

Teachers will use PLC time to decide on a writing rubric to use for each unit. Rubric will be given at the end of each unit and the data will be analyzed to inform curriculum and instruction.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal
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## Goal 5: All students at Lincoln Elementary will become proficient in science.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in science in Science by 06/09/2017 as measured by state and local assessments.

### Strategy 1:

Curriculum - Teachers will use the Battle Creek Science kits to teach each unit and assess student learning.

Category: Science

Research Cited: <http://www.schoolimprovement.com/strategy-of-the-week/stem-benefits-of-hands-on-learning/>

<http://psych.hanover.edu/research/Thesis11/papers/lvers-Helton-FINAL-DRAFT.pdf>

<http://www.csun.edu/~bfoley/Foley%26McPhee%20AERA08.pdf>

Tier: Tier 1

Activity - Battle Creek Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Battle Creek Science kits for science instruction.	Materials, Direct Instruction, Supplemental Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Title I Schoolwide	Teachers and principal

Activity - NGSS Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lincoln School

Work with Battle Creek science to update kits to align with NGSS standards.	Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	Teachers, Principal, Director of Instruction
Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mystery Science to supplement the Battle Creek Science Curriculum.	Materials, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Monitor	09/06/2016	06/09/2017	\$250	Title I Schoolwide	Teachers and principal

### Strategy 2:

Data Driven Instruction - Teachers will use common assessment data to inform instruction.

Category: Science

Research Cited: DuFour, R. (1998) Professional Learning Communities that Work.

Tier: Tier 1

Activity - Battle Creek End of Unit Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Battle Creek unit assessments to assess student learning. Data will be collected and analyzed to make future decisions around curriculum and instruction.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

## Goal 6: All students at Lincoln Elementary will become proficient in social studies

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in social studies in Social Studies by 06/09/2017 as measured by state and local assessments.

## School Improvement Plan

Lincoln School

### Strategy 1:

Common Core Curriculum - Teachers will use common planning time and PLC time to align curriculum with state content standards.

Category: Social Studies

Research Cited: <http://achievethecore.org/content/upload/Research%20Supporting%20the%20ELA%20Standards%20and%20Shifts%20Final.pdf>

Tier: Tier 1

Activity - Grade Level Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning time and PLC time to align district curriculum with state content standards.	Curriculum Development	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

### Strategy 2:

Data Driven Instruction - Teachers will use common assessment data to inform their instruction.

Category: Social Studies

Research Cited: DuFour, R. (1998) Professional Learning Communities that Work.

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose or create common assessments which are aligned to social studies content standards. Assessments will be given after each unit is completed to assess student learning.	Curriculum Development, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School improvement team will analyze classroom data and make recommendations to the 2017-18 school improvement plan and/or the district curriculum council to address student learning needs.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/09/2016	06/09/2017	\$0	No Funding Required	Teachers and principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Re-teach Behaviors and SWIS	Lincoln staff will report inappropriate behaviors using the behavior referral. This data will be entered into the SWIS system and used, at least monthly, to evaluate student behavior and identify areas of need. Data will also be used to re-teach appropriate student behavior.	Parent Involvement, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$250	All Lincoln staff members

### School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WMU Professional Development	Teachers will participate in an Early Literacy Grant with Western Michigan University. The teachers will attend professional development and implement new learning in their classroom. Teachers will discuss the Daily 5, guided reading, and other research-based strategies to improve reading instruction.	Professional Learning	Tier 2	Implement	08/29/2016	06/09/2017	\$1	Teachers, principal, curriculum director, WMU staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading MAISA	Teachers received professional development prior to the 2015-16 school year on MAISA reading unit implementation. With administrator and instructional coach support, teachers will implement the MAISA reading units into the ELA block.	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$2000	Director of Curriculum, instructional coach, administrators, and teaching staff.

# School Improvement Plan

Lincoln School

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pilot	Teachers will pilot two reading programs the district may adopt for the 17-18 school year, Reading Street or Journeys.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Teachers, principal, Curriculum Director
Parent Night	Lincoln will host a parent education night during which parents will learn strategies and activities to assist their child in mastering reading skills.	Community Engagement, Parent Involvement, Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$5600	Principal, teachers, Title 1 teacher
Pilot	Teachers will pilot a new writing program in collaboration with our reading curriculum update. The district is considering a Reading Street or Journeys Program adoption for the 17-18 school year. To help make this decision, teacher will pilot a unit and provide feedback to the district curriculum committee.	Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1	Teachers, principal, Curriculum Director
Illuminate Assessments	Teachers will use common assessments to assess student learning in the Engage Math Curriculum. Teachers will enter student data into Illuminate DNA (data warehouse).	Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Technology	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Teachers and principal

## School Improvement Plan

Lincoln School

Battle Creek Science Kits	Teachers will use the Battle Creek Science kits for science instruction.	Materials, Direct Instruction, Supplemental Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Teachers and principal
eSpark	First grade through third grade teachers will implement the eSpark application during their math RtI time block.	Academic Support Program	Tier 1	Implement	09/21/2015	06/07/2016	\$55000	Technology Department, technology coach, administrators, and classroom teachers.
Parent Night	Lincoln will host a Parent Night which will provide games and activities to support math education at home.	Community Engagement, Parent Involvement	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Teachers and principal
Professional Development	Teachers will work together to plan their instruction using the Engage NY materials.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$1	Teachers, principal, Director of Instruction
Mystery Science	Teachers will use Mystery Science to supplement the Battle Creek Science Curriculum.	Materials, Supplemental Materials, Teacher Collaboration, Technology	Tier 1	Monitor	09/06/2016	06/09/2017	\$250	Teachers and principal

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Lincoln School

Marvin and Jessie	Staff and students will continue to use the Marvin and Jessie Life Skills Program to support Lincoln's school-wide PBIS program. Students of the month will be recognized at the assembly.	Community Engagement, Parent Involvement, Behavioral Support Program	Tier 1	Monitor	09/06/2016	06/09/2017	\$2000	All staff
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### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Rubrics	Teachers will use PLC time to decide on a writing rubric to use for each unit. Rubric will be given at the end of each unit and the data will be analyzed to inform curriculum and instruction.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers and principal
MAISA Writing Units	Teachers will implement the MAISA writing units. Each teacher piloted a unit or two this past school year and attended professional development which focused on unit implementation. Teachers should be able to use the units this school year.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers and principal
Walk-throughs	Principal will conduct walk-throughs to verify that new curriculum is taught with fidelity.	Walkthrough	Tier 1		09/06/2016	06/09/2017	\$0	Principal
Battle Creek End of Unit Assessments	Teachers will use Battle Creek unit assessments to assess student learning. Data will be collected and analyzed to make future decisions around curriculum and instruction.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers and principal
Grade Level Curriculum	Teachers will use common planning time and PLC time to align district curriculum with state content standards.	Curriculum Development	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Teachers and principal
MiBLsi Behavior Expectations	Lincoln staff will teach students the behavior expectations outlined in the school-wide PBIS matrix and MiBLsi curriculum. Expectations will be posted so all staff members use consistent language.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All staff at Lincoln Elementary
Common Assessments	Teachers will choose or create common assessments which are aligned to social studies content standards. Assessments will be given after each unit is completed to assess student learning.	Curriculum Development, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$0	Teachers and principal

# School Improvement Plan

Lincoln School

NGSS Standards	Work with Battle Creek science to update kits to align with NGSS standards.	Materials, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1		09/06/2016	06/09/2017	\$0	Teachers, Principal, Director of Instruction
Behavior Support	Staff will discuss a soft start for students, lunch learning, defined consequence system, rewards and student of the month incentives.	Behavioral Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	All staff
PLC Meetings	Teachers will use monthly PLC meetings to analyze student assessment data.	Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Teachers and principal
Data Analysis	School improvement team will analyze classroom data and make recommendations to the 2017-18 school improvement plan and/or the district curriculum council to address student learning needs.	Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/09/2016	06/09/2017	\$0	Teachers and principal
Data Analysis	Teachers will meet every 4-6 weeks to analyze data (dibels, running records, etc) for students placed in reading intervention groups.	Academic Support Program, Teacher Collaboration	Tier 2	Monitor	09/06/2016	06/09/2017	\$0	Teachers and principal