Lincoln Community School
School Improvement Plan (SIP)

| Planning Tools | SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2) | Schoolwide Strategic Planner | Curriculum & Location | EVSC uses a research-based instructional design system to create and implement each grade level's curriculum based on Indiana College and Career Readiness Standards. Curriculum is regularly evaluated and modified if needed to ensure effectiveness and that it addresses the learning needs of all students. Curriculum is housed in Google Drive where all faculty may access multiple resources.

Curriculum guides for high schools are available on their websites. These guides include information on the course offerings as well as diploma requirements. High school courses are reviewed yearly and there is a process for adding new courses. EVSC is intentional in ensuring a wide variety of courses to meet the needs of all students. |
|---|---|---|---|---|
| | Root Cause Tools | Self-Assessment Rubric (Buckets Tool) | | |

| Management & Monitoring Tools | Planning and Monitoring (Short-Term Cycles) | Project Planner & Monitoring | Assessments | NWEA - Computer-Adaptive Assessment given to all K-10 students that identifies each student's instructional level and monitors student growth over the school year. All K-2 students are screened using the AMIRA assessment for learning characteristics related to dyslexia.

Common Formative and Summative Assessments - Teacher created assessments aligned with Indiana Academic Standards for each unit of study on EVSC curriculum maps. |
|---|---|---|---|---|
| | Quarterly Progress Monitoring (Medium- & Long-Term Goals) | Quarterly Progress Monitoring | | |

Optional Supporting Tools	Culture & Climate 3rd Strategy (Required for Priority: PAI 3)	Schoolwide Strategic Planner	Social Emotional Learning / Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into their classes in sensitive and useful ways that enhance learning for all students. The districtwide Comprehensive Improvement Plan seeks to engage all stakeholders and learners in the educational process. GAIN (Growth In Academics through Neuroeducation) is the districtwide framework for approaching learning and supporting students.
	Root Cause Tools	SIOT Analysis		

SIP Input (stakeholder input)	Lincoln Staff, Site Council Members, Parents, Community Members	SIP Team Members	Tijuanna Tolliver, Blake Elpers, Shayla Calhoun, Sarah Bassett, Debra Hughes, Jackie Kuhn and Team

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, etc), answer the following questions:
1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
- Leadership team focus on coaching with support from DSS and team. - PLC time is intentionally scheduled daily - Implementation of professional development that is job-embedded through ILT, school specific coaches, and other district leadership. - Intentional focus and hiring of new staff to allow time for summer PD. New staff also had an onboarding process where they received information about the school. - Lincoln's coaching capacity includes 2 master teachers, 1 ELT member, part time SEL specialist, full time SEL interventionist, an internal GAIN coach and admin team. - Full time social worker to assist with the social and emotional well being of students. - Revised master schedule that allows for remediation and small groups - 1 to 1 technology ratio - Improvements with community partners and other stakeholders, - Continue to look at NWEA growth. - Creation and implementation of MTSS team to look at behavior and academic performance. -Implementation of Grade 7/8 Tier 2 SEL	- Revised master schedule that allows for SEL/homeroom time, in order for teachers to intentionally build relationships and teach regulation skills. - Mindup/SEL small groups - Consistent utilization of resources by all grade levels that address student adverse childhood experiences that have become a barrier for learning in the classroom (SEL Lessons). * PLC: to allow for scheduled vertical alignment and instructional support from administrative team and mentor teachers Consistent use of rigorous math assessments and resources Tier II students are overidentified based on Tier I inconsistencies. (B & A) -utilize instructional time from bell to bell -more intention with gradual release model and intentional collaboration (teaming) Revist norming of behavior systems (SRS, ISS, OSS etc)	**Strengths:** What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement? **Improvements:** What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?
Opportunities	**Threats**	**Questions for Reflection**
Refined focus on coaching with DSS and team Retain current staff Build high expecations and cultural excellence and inclusivity in mission and vision - Data driven planning and implementation - Professional development throughout the summer and school year -Professional development throughout the summer and school year - Added capacity for Executive Leadership Team - Opportunity for building strong academic behavior and skills among staff - implementation of SEL skills with utilziation of reguation zone within the classroom and self-regulation room - Consistent utilization of resources by all grade levels that address student's adverse childhood experiences - Opportunities for teaming and student collaboration - PLC to follow vertical alignment and instructional support from the ELT.	Lincoln's teacher attendance far below set goal. High transient amount of students coming in and out of the school. Lack of consistency in communication amongst staff and student's families.	**Opportunities:** What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how? **Threats:** What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?

Reflection

1. A continued focus on helping students reach proficiency through the use of high-quality resources that we have been available to us.
2. A continued focus on utilizing student data to address learning needs of students.
3. A continued focus on implementing SEL best practices to promote emotional regulation skills and sense of belonging.

Schoolwide Planner (Required for All Schools)

1. Vision

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

2. Mission

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

Subgroup or Improvement Focus:

☐ Bottom 25%   ☐ Top 75%   ☐ Other:

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1.Students at Lincoln are not achieving proficiency in Math or Reading.	1. NWEA and ILEARN proficency data
2. More than half of the students at Lincoln are failing to meet growth goals.	2. NWEA growth data
3. Instruction is not consistently aligned to standards	3. Walkthrough data
4. Data is not being used to inform decisions	4. PLC observations, perception survey

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Teachers will utilize high quality assessments and resources that support students' understanding of standards by providing them with opportunities to think critically and engage in a variety of tasks at different DOK levels.	Teachers will use a variety of student-centered data to make informed learning and instructional decisions to create small groups and provide differentiation in an effort to improve student achievement.

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

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

Metric Type:	*Implementation*	Metric used:	Walkthrough forms capturing DOK levels, resources, **students doing the thinking**, and **task alignment**			
Data Set	**Baseline**	**Benchmark #1**	**Benchmark #2**	**Benchmark #3**	**Benchmark #4**	**End of Year**
Goal [5]	N/A	% of Strong Evidence Students doing the thinking: 50% Tasks aligned to standards: 85%	% of Strong Evidence Students doing the thinking: 60% Tasks aligned to standards: 90%	% of Strong Evidence Students doing the thinking: 70% Tasks aligned to standards: 95%	% of Strong Evidence Students doing the thinking: 85% Tasks aligned to standards: 99%	
Actual	(Being established through the beginning of Oct.) % of Strong Evidence Students doing the thinking: 26.7% Tasks aligned to standards: 80%	% of Strong Evidence Students doing the thinking: Tasks aligned to standards:	% of Strong Evidence Students doing the thinking: Tasks aligned to standards:	% of Strong Evidence Students doing the thinking: Tasks aligned to standards:	% of Strong Evidence Students doing the thinking: Tasks aligned to standards:	

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

Metric Type:	*Improvement*	Metric used:	% of students at proficiency per K-2 Skills Block and 3-8 EL Unit Assessments			
Data Set	**Baseline**	**Benchmark #1**	**Benchmark #2**	**Benchmark #3**	**Benchmark #4**	**End of Year**
Goal [6]	N/A	K: 20% 1: 30% 2: 36% 3: 40% 4: 78% 5: 6: 96% 7: 38% 8:	K: 40% 1: 50% 2: 46% 3: 50% 4: 80% 5: 6: 97% 7: 48% 8:	K: 50% 1: 60% 2: 55% 3: 60% 4: 82% 5: 6: 98% 7: 58% 8:	K: 75% 1: 75% 2: 75% 3: 75% 4: 85% 5: 6: 99% 7: 68% 8:	K: 80% 1: 85% 2: 85% 3: 85% 4: 87% 5: 6: 100% 7: 75% 8:
Actual		K: 0% 1: 20% 2: 26% 3: 30% 4: 75% 5: 6: 94% 7: 28% 8: -	K: 1: 2: 3: 4: 5: 6: 7: 8:	K: 1: 2: 3: 4: 5: 6: 7: 8:	K: 1: 2: 3: 4: 5: 6: 7: 8:	K: 1: 2: 3: 4: 5: 6: 7: 8:

6. What is our target?

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)	

Attendance Rate	K-12	93.38% (35995.5/38547)			(/)		
ILEARN English Prof	3-8	15.28% (22/144)	20.81% (31/149)	(/)	(/)	(/)	30%	50%
ILEARN Math Proficie	3-8	13.29% (19/143)	11.92% (18/151)	(/)	(/)	(/)	20%	45%
SAT Reading CCR	11 [7]	(/) [8]			(/)		
SAT Mathematics CC	11 [9]	(/) [10]			(/)		
4-Year Grad Rate	12	(/)			(/)		

7. What is our ultimate goal?

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

Other Resources

	Previous BIP	School Profile	My School Survey	Gallup Poll	NWEA Projections		
Report(s)							

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

EVSC CORE VALUES:	*Students Come First*	*Intentionality*	*Responsibility*	*Collaboration*	*Great People Matter*

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

1. Vision

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

2. Mission

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

Subgroup or Improvement Focus:

☐ Bottom 25%	☐ Top 75%	☐ Other:

3. Why is this our current reality?

3a. Baseline	46% of students report they do not feel like they belong at Lincoln.

3b. Root Findings:	3c. Data Sources:
1. Students do not have a sense of belonging in relation to the school	1. Panorama - 6-8: 40% positivity rate; 3-5: 52% positivity rate
2. Students do not feel they have the skills necessary to be self managed	2. Panorama
3. Students do not feel they have strong relationships with peers or adults.	3. Panorama
4. GAIN practices are currently not done with consistency or with equity across and within the K-8 classrooms.	4. Walkthrough data

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Through the awareness of social emotional learning, equity, and inclusion of all, staff will consistently utilize the RESST practices, SEL curriculum, and available resources to create and maintain a safe environment that will build upon the student's sense of belonging and foster their self management.

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

5a. Monitoring Strategy/Intervention #1:

Metric Type:	*Improvement*	Metric used:	Panorama - % of Favorable responses from student's sense of belonging			
Data Set	**Baseline**	**Benchmark #1**	**Benchmark #2**	**Benchmark #3**	**Benchmark #4**	**End of Year**
Goal [1]	N/A	**3-5:** 60% **6-8:** 50%	**3-5:** 65% **6-8:** 55%	**3-5:** 70% **6-8:** 65%	**3-5:** 75% **6-8:** 75%	**3-5:** 80% **6-8:** 80%
Actual	*–Spring 2022–* **3-5:** 52% **6-8:** 40%	**3-5:** 60% **6-8:** 40%				

6. What is our target?

6a. School Smart Goal	By Spring 2023, students will develop strong relationships with adults and peers and will strengthen their emotional regulation skills as evidenced by 80% of students responding favorably in Sense of Belongining on the Spring Panorama survey.

7. What is our ultimate goal?

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

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

EVSC CORE VALUES:	*Students Come First*	*Intentionality*	*Responsibility*	*Collaboration*	*Great People Matter*

Action Planning			Logistics					Short-Term Monitoring		Notes
SIP Strategy	**Progress**	**Specific, Actionable Steps toward Achieving S-SIP Strategy [1]**	**Target Date:**	**Person(s) Responsible: [2]**				**Are we doing it?**		**Notes**
#1	🟩	What actions will we take to fully implement our strategy?	Due Date: [3]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [4]		Does the data indicate effectiveness? What adjustments need to be made?
		1 — Data Chat Summative Assessment	8/29/22	Mentor Teacher				2. Implementation is in progress		
		2 — Summative Data Monitoring Tool	8/29/22	Mentor Teacher				2. Implementation is in progress		
		3 — Assessment Review	8/29/22	Mentor Teacher				2. Implementation is in progress		
		4 — Develop a plan for high quality assessments, a protocol to review summative data utilizing data chat progress monitoring tool, and a plan to reteach students who have not yet reached proficiency of standard.	2022-08-29	Mentor Teacher				3. Implementation is ongoing with fidelity		
		5 — Share SIP Strategies with staff in Guided PLC	8/11/22	Mentor Teacher				4. Action has been completed		
		6 — Include Dr. McClellan's ongoing Teaming PD, linked by date		Mentor Teacher				2. Implementation is in progress		
		7 — Share PLC At A Glance with teachers, weekly.	8/29/22	Mentor Teacher				3. Implementation is ongoing with fidelity		
Teachers will utilize high quality assessments and resources that support students' understanding of standards by providing them with opportunities to think critically and engage in a variety of tasks at different DOK levels.		8 — Weekly, individual coaching support	8/22/22	Mentor Teacher				3. Implementation is ongoing with fidelity		
		9 — Monthly, planned Walkthroughs		Leadership Team	DSS			2. Implementation is in progress		
		10 — January 2nd, 2023 Teacher Workday, invite an EL Consultant for a 1/2 day PD		Leadership Team				1. Action has not been started		
		11 — Ongoing Support of PLC by Leadership Team		Mentor Teacher				3. Implementation is ongoing with fidelity		
		12 — Develop classroom walkthrough form and share with staff	9/21/2022	Leadership Team	Mentor Teacher			4. Action has been completed		
		13 — 14 Teachers attended the PLC Conference; a Guiding Coalition has been created with a meeting schedule		Principal	Leadership Team			4. Action has been completed		
		14 — A plan to develope a process for teachers to own the PLC process		Mentor Teacher				2. Implementation is in progress		
		15 — SEL Blitz PD & Curriculum PD and Planning & Beyond	8/4/2022	AP				4. Action has been completed		
		16 — Guided Writing/SEL PD Grades 6-8	2022-08-09	AP	Mentor Teacher			4. Action has been completed		
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3 Year Timeline for Implementation, Review & Revision for Strategy 1										
	Year 2	Teachers will continue to utilize high quality assessments and deliver standards-based instruction with a student centered focus to increase student achievement.								
	Year 3	Through tasks and assessments, students will create, analyze, and evaluate at higher DOK levels to increase student achievement.								

Action Planning			Logistics					Short-Term Monitoring		Notes
SIP Strategy	**Progress**	**Specific, Actionable Steps toward Achieving S-SIP Strategy [5]**	**Target Date:**	**Person(s) Responsible: [6]**				**Are we doing it?**		**Notes**
#2	🟩	What actions will we take to fully implement our strategy?	Due Date: [7]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [8]		Does the data indicate effectiveness? What adjustments need to be made?
		1 — Built in RTI period in the Master Schedule	8/8/22	Leadership Team	Mentor Teacher			4. Action has been completed		
		2 — Utilizing Interventionist to pull small groups during RTI	8/15/22	Principal	Lead Coach	Lead Teacher		3. Implementation is ongoing with fidelity		
		3 — Intentional RTI/Small Group Schedule	8/15/22	Lead Coach				3. Implementation is ongoing with fidelity		

		Specific, Actionable Steps	Target Date	Person(s) Responsible			Are we doing it?	Notes
	4	Assessment data will be used to create small groups to reteach and retest	8/29/22	Lead Coach	Lead Teacher		2. Implementation is in progress	
	5	PD provided for interventions being utilized	10/15/22	Lead Coach	Specialist		4. Action has been completed	
	6	NWEA goal setting and data chats happening throughout the year	3/24/23	Lead Coach	Lead Teacher		3. Implementation is ongoing with fidelity	
	7							
	8							
	9							
	10							
	11							
	12							
Teachers will use a variety of student-centered data to make informed learning and instructional decisions to create small groups and provide differentiation in an effort to improve student achievement.	13							
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3 Year Timeline for Implementation, Review & Revision for Strategy 1

	Year 2	Students are given high levels of autonomy over their own learning while teachers are monitoring to adjust instruction based on student achievement.						
	Year 3	Students will take ownership of their individual learning process by implementing previously learned actions, strategies and techniques to enhance their learning.						

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [9]	Target Date:	Person(s) Responsible: [10]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Bringing back monthly Community Circle	9/30/22	AP	Leadership Team		2. Implementation is in progress	
	2	0 ODR recognitions each month	9/30/22	AP			3. Implementation is ongoing with fidelity	
	3	Perfect attendance recognition each month	9/30/22	Counselor			3. Implementation is ongoing with fidelity	
	4	Implementing PBIS Rewards and data chats with teachers regarding usage	8/8/22	AP			2. Implementation is in progress	
	5	Rolled out Middle School Advisory Team PD utilizing a one page document	8/8/22	AP			4. Action has been completed	
	6	SEL walkthroughs being completed by PBIS coach	8/8/22	PBIS Coach			3. Implementation is ongoing with fidelity	
	7	SEL Blitz PD/Roll out and ongoing support	8/8/22	AP			4. Action has been completed	
Through the awareness of social emotional learning, equity, and inclusion of all, staff will consistently utilize the RESST practices, SEL	8	Providing ongoing support for new teachers through monthly meetings	8/8/22	Mentor Teacher			3. Implementation is ongoing with fidelity	
	9	Tier 1 best practices PD for staff throughout the year	8/8/22	ELT			2. Implementation is in progress	
	10	ODR data chats with teachers to support as needed	8/8/2022	AP			2. Implementation is in progress	
	11	Student/Staff Connection List to improve student sense of belonging	10/30/2022	AP			2. Implementation is in progress	
	12	Student Focus Groups for temperature checks (new students)	8/8/2022	AP			3. Implementation is ongoing with fidelity	
	13	Develop classroom walkthrough Culture/Climate Form (look for)	9/19/2022	ELT			4. Action has been completed	
	14	Daily morning and afternoon shoutouts	8/8/2022	ELT			3. Implementation is ongoing with fidelity	
	15	Class Buddy Rooms	Throughout	ELT			2. Implementation is in progress	

practices, SEL curriculum, and available resources to create and maintain a safe environment that will build upon the student's sense of belonging and foster their self management.	16	Attended Culture/Climate Summit	8/8/22	AP	Mentor Teacher			4. Action has been completed	
	17	Self-Reg Zone Materials & Support	8/8/22	SEL				3. Implementation is ongoing with fidelity	
	18	CogniMoves for K-2	1/3/2023	SEL				1. Action has not been started	
	19	School Wide ODR Data Review	9/1/2022	AP				3. Implementation is ongoing with fidelity	
	20	Tier I/II/III Coaching Support	Throughout	SEL	Mentor Teacher	AP		2. Implementation is in progress	
	21	PD Focusing on what is Culture and Climate	1/3/23	ELT				1. Action has not been started	
	22	Self Reg Station Scheduled Check-Ins and Utilization	8/8/22	AP	SEL			3. Implementation is ongoing with fidelity	
	23	Tier I PD Series	8/8/22	AP				2. Implementation is in progress	
	24	Lincoln Sweater present for all students	12/1/22	ELT				2. Implementation is in progress	
	25	PRIDE Team - Possible Staff Outings?	Throughout	ELT				1. Action has not been started	
	26								
	27								
	28								
	29								
	30								
	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2	Classroom teachers will be able to learn and utilize restortative practice converstations with students.							
	Year 3	Establishing Peer Mediation groups to help with school wide self-regulation.							

Waivers, Provisions, and Assurances

[X] No statutes and rules will be suspended from operation from this school.

[X] Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.

[X] Assessments besides state assessments are used at this school.

[X] Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.

[X] Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.

[X] Provisions are in place for the coordination of technology initiatives.

[X] A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.

[X] The plan complies with the board's core principles for professional development.

[X] Exclusive Representative supports the professional development component of this plan.

[X] Provisions are in place to maximize parental participating in the school.

Tijuanna Tolliver   10-5-22

Principal Signature of Assurance _Date_

Title I Schoolwide Planning Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

Tiered Model of Support (RTI) **(SW tiered model to address problem behavior and early intervention)**	District:	EVSC implements an MTSS model of support for students based on our GAIN framework that includes academic and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement cullturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategiests and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.
	School:	The intent of RtI at Lincoln School is to improve academic and social-emoitional success for all students with early academic or behavior interventions, when any student shows initial signs of struggling in reading, math, attendance or behavior Lincoln's MTSS team meets on a weekly basis to determine which students will receive Tier II or III support, review student academic and behavioral data, review of Tier I trends as a proactive measure, and execute fidelity checks to ensure the supports being used as intended.

PROFESSIONAL PRACTICE

Transition (Pre-K and Middle/HS) **(Assisted Preschool children in transition to elementary school, students to MS/HS)**	District:	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including District website, social media, schools and community agencies.
	School:	Lincoln provides a kindergarten round-up in the spring for families who have children entering kindergarten and are within our district. Information regarding the round-up is posted on social media and provided through flyers . Families interested in early registration can participate in a kindergarten screener.

PERSONNEL POLICY AND PROCEDURE

Data coaches / PLCs **(PD opportunities to staff to improve instruction using assessment data)**	District:	Each Title I school has assigned School Support Specialists or internal Master or Mentor teachers who support data curation, data presentation and analysis. These specialists work to build data fluency and skill in using data to inform instruction in teachers. Teachers have embedded, protected time during the day to meet regularly in Professional Learning Communities. A primary objective of the PLCs is to review assessment data and plan for and adjust instruction to move all students to mastery of CCR standards.
	School:	Lincoln has intentionally highlighted areas within our SIP strategies to include in-house professional development sessions with specific areas. During PLCs and coaching meetings, teachers will have opportunities to plan and review data and determine next steps.
Recruitment and Retention **(Aided in recruitment and retention of effective teachers - high needs subjects)**	District:	HR department and Office of Schools and Instructional Core host recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Candidates are offered early hire positions (flex teacher) even prior to openings to ensure securing the most effective new staff for Title I schools. Teachers in Title I schools receive additional compensation based on teaching in a high needs school.
	School: HQ staff list here	Lincoln has the opportunity to participate in hiring events throughout the year. Teachers will be provided with a coach to support them with academic and culture climate needs.
SW plan monitored and revisited **(DSS and Leadership team, Performance management)**	District:	Directors of School Support meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent meets monthly with Directors of School Support to monitor school progress. The Superintendent and district executive leadership team meet at least yearly with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs.
	School:	School leaders, DSS, and district support meet regularly to review SIP progress. SIP data is also analyzed during ELT meetings and faculty meetings to drive action steps and make appropriate revisions as necessary in order to make progress towards goals.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development **(SWP is developed with involvement of parents and other community members)**	School:	The three strategies of the SIP were developed by a team that consisted of mentor teachers, building leaders, and two members from the district. The 3 strategies were shared with staff, families and appropriate stakeholders. Additionally, the strategies were emailed to families, and added to our building newsletter. We will continuously review the SIP in meetings and faculty meetings that are held at Lincoln.
Availability **(Available to LEA, parents and the public)**	District:	A PDF of the school SIP is posted on the school website for access to parents and the public in the fall after submission to IDOE. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed.
	School:	Lincoln will post the SIP to the school site, once it has been completed and turned into IDOE.
Activities **(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)**	District:	District-wide Parent Engagement: Through a series of open meetings and communications, parents across the district have an opportunity to increase their literacy around EVSC school and district initiatives, including, but not limited to, use of data to improve student outcomes, enrichment and special programming, and brain development and social emotional learning. The FACE Team, including the Director of Title I Support and the Family and Community Engagement Liason collect input from a wide range of stakeholders regarding parent engagement, communication with families, and parent policies. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal.
	School:	Site Council are held monthly with Community Partners and the Family and Community Cooridnator. Our food pantry serves familes each month, along with holiday food baskets for Christmas and Thanksgiving. Back to School Bash was held with school and community organizations sharing information.

PLANNING TEAM

Stakeholder Input **(Parents, teachers, admin community)**	School:	The three strategies of the SIP were developed by a team that consisted of teaching staff, building leaders, and three members from the district. The 3 strategies were shared with staff, site council members, families and appropriate stakeholders. We will continuously review the SIP in the SIte Council Meetings and faculty meetings that are held at Lincoln monthly.
Public access	District:	A PDF of the school SIP is posted on the school website in the fall after submission to IDOE for access to parents and the public. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed.
	School:	Lincoln will post the SIP to the school site, once it has been completed and turned into IDOE.

COORDINATION

Coordination of Programs **(Developed in coordination with other programs, services and resources)**	District:	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across mulitple programs, including social emotional supports. Directors of School Support access other programs and services as needed to support individual school needs.
	School:	Our SIP is aligned to the CIP from the district. Two of the strategies align to the academic needs and one strategy aligns to the social emotional/culture climate needs of the building.
Addressing High-Risk Needs **(Mental health, instructional support/mentoring, non academic skill improvement)**	District:	EVSC implements an MTSS model of support for students based on our GAIN framework that includes academic and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement cullturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategiests and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.
	School:	Beyond the district supports being put into place, Lincoln School has a .5 SEL Specialist, full-time SEL interventionist, and social worker within the building. The focus on these positions is attending to Tier II/Tier III supports for teachers and students. Lincoln's social worker meets with students and families to provide support for high-risk needs. The school has also implemented a homeroom/SEL time in the morning which focuses on SEL curriculum and building positive relationships with students. Lastly, the school has a MTSS team that works together in identifying Tier II/III students, implementing strategies, and progress monitoring the effects.
Coordination of Funds **(Describe how Title I funds will be coordinated with local,state and federal programs)**	District:	The Director of Title Related Grants coordinates use of funds based on the Continuous Improvement Plan needs assessment priorities, school based needs assessments and input from Directors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.

[HQ Staff Roster LInk](#)

Title I Funded Positions and SIP Alignment

Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Mentor Coach	Yes	Stipend ONLY: provides support for teachers with curriculum and instruction in order for teachers to facilitate students in cognitively complex, standards-based tasks through team structures, and moving students to the next learning level as well as providing PD to build relationships with students and staff through social emotional awareness.	x	x
Mentor Coach	Yes	Stipend ONLY: provides support for teachers with curriculum and instruction in order for teachers to facilitate students in cognitively complex, standards-based tasks through team structures, and moving students to the next learning level as well as providing PD to build relationships with students and staff through social emotional awareness.	x	x
SEL Interventionist	Yes	Works directly with students who struggle with self-regulation. The interventionist responds to tier 2 and 3 calls and assists in de-escalating student's behaviors by using social emotional awareness strategies.		x