

2019-2020 School Improvement Action Plan - Lincoln School
SIP Goal, Rationale, and Strategies

District Goal:

#2 Increased percentage of students meeting or exceeding proficiency every year across all assessed grades and subjects assessed on the Nebraska State Accountability centralized state testing process.

#6 Increased percentage of students with a high level of school connectedness and high commitment to learning

School Improvement Goal:

Increase the median growth of students to the 55th percentile as measured by the fall 2019 to spring 2020 MAP Growth Report for Reading and Math.

Theory of Action

If leadership provides professional learning and structures to promote collective efficacy.

Then teachers will engage in professional learning communities, collaborating toward equitable instruction in a safe school community.

So that students will be able to engage in authentic, complex tasks that allow for collaboration, productive struggle, and the development of emotional well-being.

Rationale for School Improvement Goal

19-20 Vision

Empowering and supporting the Lincoln community to be actively engaged in authentic, complex tasks which allow for collaboration, productive struggle, and the development of emotional well-being to ensure success.

School Improvement Visioning, August 13, 2019

Measures

- MAP Achievement Status and Growth Summary with Quadrant Report (Fall 2019-Spring 2020)
 - Median Conditional Growth Percentile
 - Reading
 - Math
 - Lincoln Data Spreadsheet

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NSCAS Data

NSCAS-Percent of Students Proficient-Lincoln			
Grades 3 - 5	ELA	MATH	SCIENCE
16-17	26%	**	31%
17-18	39%	47%	44%
18-19	34%	40%	49%

ELA-NSCAS-Percent of Students Proficient			
Grades 3	16-17	17-18	18-19
Lincoln	27%	47%	35%
District	41%	51%	50%
State	53%	53%	56%

MATH-NSCAS-Percent of Students Proficient		
Grades 3	17-18	18-19
Lincoln	37%	29%
District	41%	47%
State	49%	55%

ELA-NSCAS-Percent of Students Proficient			
Grades 4	16-17	17-18	18-19
Lincoln	12%	38%	38%
District	41%	47%	49%
State	56%	56%	58%

MATH-NSCAS-Percent of Students Proficient		
Grades 4	17-18	18-19
Lincoln	38%	36%
District	43%	44%
State	49%	51%

ELA-NSCAS-Percent of Students Proficient			
Grades 5	16-17	17-18	18-19
Lincoln	38%	31%	28%
District	40%	41%	41%
State	51%	51%	48%

MATH-NSCAS-Percent of Students Proficient		
Grades 5	17-18	18-19
Lincoln	67%	58%
District	47%	46%
State	50%	54%

MAP Data

Math Fall to Spring Median Conditional Growth	17-18	18-19
K	x	x
1st	x	40th
2nd	x	41st
3rd	62nd	35th
4th	46th	29th
5th	88th	78th
Schoolwide	65th	41st

Reading Fall to Spring Median Conditional Growth	17-18	18-19
K	x	X
1st	x	46th
2nd	x	50th
3rd	41st	44th
4th	33rd	30th
5th	79th	53rd
Schoolwide	46th	43rd

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Improvement Strategies:	Research supporting this strategy
Professional Learning Communities	<u>PLC Research</u>
Equitable Instruction	<u>Essentials for Standards Driven Classrooms</u>
Systematic community-building and social/emotional learning (House System)	

Professional Learning Communities

Actions	Person (s) Accountable	Measurable Indicators	Resources	Due Date	Timing											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Standards-Based Planning -Learning Targets & Success Criteria -Unit planning -Anticipate misconceptions/gaps and address them in real-time	PLC Teams Maureen Oman Whitney Flower	Lesson Plans -Adaptations Trend-Walk Data	- <u>NE ELA Standards</u> - <u>NE Math Standards</u> - <u>GIPS Elementary Curriculum Documents</u> - <u>Marzano Taxonomy</u>	weekly		X	X	X	X	X	X	X	X	X		
Status Report: YELLOW <ul style="list-style-type: none"> PLCs are using new curriculum documents for learning targets and success criteria aligned with the standards. PLCs are not always unit planning. Teachers are addressing misconceptions but are not consistently anticipating them prior to teaching to ensure they are using effective pedagogy. 																
Data -Utilize formative data -Measure student learning growth -RTI Process	PLC Teams Maureen Oman Whitney Flower	PLC Agendas Lesson Plans	- <u>19/20 Data Spreadsheet</u> - <u>18/19 Data Spreadsheet</u>	weekly		X	X	X	X	X	X	X	X	X		
Status Report: YELLOW <ul style="list-style-type: none"> PLCs are using Lincoln Data Spreadsheet to show student learning growth. PLCs are not creating common formative assessments. PLCs are using more summative data and plan more effectively for differentiation. Teachers perceive core Tier 1 instruction separate from Tier 2 and Tier 3 RTI. They do not see the correlation of strengthening Tier 1 instruction to student achievement. 																
Professional Growth -Actionable norms that are focused on student achievement	PLC Teams Maureen Oman Whitney Flower	PLC Agendas Self-Reflection	- <u>Professional Learning Plan</u>	End of: Sept Jan April		X					X			X		

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-Create an authentically collaborative team -SMART Goals -Summer Book Study			-The Teacher Clarity Playbook (Fisher & Frey, 2018) -The PLC+ Playbook (Fisher & Frey, 2019) - <u>Jack Baldermann PLC Institute, Solution Tree</u>															
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Status Report: YELLOW

- Flower is attending all PLCs to consult on effective PLC functions and quality instruction.
- PLCs have common SMART professional growth goals.
- PLCs are not creating SMART goals for short term or long term interventions
- The majority of PLCs self assess themselves at Phase 3 on the PLC 2.0 Framework and Progression of Implementation.
- Fifty percent of teachers participated in the 2019 Summer Book Study: The Teacher Clarity Playbook.

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Equitable Instruction																
Actions	Person (s) Accountable	Measurable Indicators	Resources	Due Date	Timing											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Teacher Clarity -Standards-Based Target and Success Criteria -Relevance of Learning -Learning Progressions -Backward Planning -Assessing (formative & summative) -Student-Centered-Coaching	Teachers Maureen Oman Whitney Flower	Trend Walk Data Lesson Plans	-The Teacher Clarity Playbook (Fisher & Frey, 2018) -Students Own Their Learning, presentation -Marzano Taxonomy -Title One Specialist, presentation	Sept, Jan, & May		X					X				X	
Status Report: YELLOW <ul style="list-style-type: none"> Teachers' lesson plans are not compliant with district expectations. Teachers have learning targets and success criteria for all subject areas. 																
Student Engagement -Student Teaming -Differentiation -Paired Oral Reading -Summer Programming -Student-Centered-Coaching	Teachers Maureen Oman Whitney Flower	Trend Walk Data Principal Look-Fors	-Students Work in Teams, presentation -Engaging in Productive Teams, presentation -Paired Oral Reading, learning target & success criteria -Learning Camp At-A-Glance -Title One Specialist, presentation	Feb, May, June								X			X	X
Status Report: YELLOW <ul style="list-style-type: none"> Trend walk data 19-20 shows little consistency of teacher implementation of district professional learning relating to student ownership. Teacher-led instruction is more prevalent than student-led instruction as indicated by Trend Walk data. Flower has ordered books for Paired Oral Reading. Books will arrive and be available to students during the last week of October. Oman is looking for targets and success criteria being used by students during her walkthroughs. 																
High Expectations -Grade-level Content -Student Goal Setting -Paired Oral Reading	All Staff	MAP Lesson Plans Daily Targets & SC	-NE ELA Standards -NE Math Standards -GIPS Elementary -Curriculum Documents	Oct & Feb			X					X				

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-HAL ELO -Student-Centered-Coaching			<u>-Paired Oral Reading, learning target & success criteria</u> <u>-Title One Specialist, presentation</u>													
Status Report: YELLOW <ul style="list-style-type: none"> ● Teachers are consistently using curriculum guides developed by district task forces. ● Teachers grades 3-5 consistently set goals with their students. ● HAL is being addressed inconsistently by individual teachers. Title One cannot fund an afterschool ELO for HAL students. ● Teachers are “over scaffolding” and not reaching the true intention of the standard. 																
Effective Instructional Strategies -Scaffolds -Marzano’s Standards-Based Instructional Strategies -Student-Centered-Coaching	Teachers Maureen Oman Whitney Flower	Lesson Plans Teacher Verify Teacher Professional Goals	<u>-Marzano Teaching Map</u> <u>-Marzano Essentials for Achieving Rigor, professional books</u> <u>-Title One Specialist, presentation</u>	weekly		X	X	X	X	X	X	X	X			
Status Report: YELLOW <ul style="list-style-type: none"> ● Teachers are “over scaffolding” and not reaching the true intention of the standard. ● Five teachers plan to complete a Student-Centered coaching cycle. ● Flower will approach teachers during PLCs about participating in a coaching cycle as a team. ● School Improvement leadership team is attending the ASCD Resilient Schools in Action conference at the beginning of November. 																

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Systematic community-building and social/emotional learning (House System)																
Actions	Person (s) Accountable	Measurable Indicators	Resources	Due Date	Timing											
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Social Emotional Learning -Monthly House Meetings -House Points for Great Behavior	Climate Team Genie Solt	House Points	-Second Step Principal Toolkit -House System Intro, presentation	monthly		X	X	X	X	X	X	X	X	X		
Status Report: Blue <ul style="list-style-type: none"> Teachers are meeting with house students once a month. Teacher are using coins to positively acknowledge academic and behavior expectations. 																
Relationship Building -House Family (adult and peer-to-peer mentors) -Community School Model -Family Math Night -NCFL Grant (family engagement)	All Staff Maureen Oman Kristin Schultz Anna Schmidt Kate Crowe	Perception Surveys	-NCFL	Feb								X				
Status Report: Blue <ul style="list-style-type: none"> Lincoln school and community events are planned and being implemented. All Lincoln families completed a family engagement survey at Parent/Teacher Conferences to guide further opportunities. Family Math Night hosted 231 families. Schultz, Schmidt, Shafer attending NCFL conference at the beginning of November. Teachers are not stakeholders in the Community School. 																
Consistent Schoolwide Expectations -Attendance -House Points for Following School Wide Expectations	All Staff	House Points Attendance Reports	-House System Intro, presentation	monthly		X	X	X	X	X	X	X	X	X		
Status Report: YELLOW <ul style="list-style-type: none"> Teachers used October house meeting to develop school wide expectations with students. Social worker and staff are addressing chronic and moderate individual absenteeism. 																

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1. **Status of Progress:** List the status that applies
 - No evidence of progress observed (RED)
 - Some evidence of progress observed (YELLOW)
 - On track to meet the goal (BLUE)
 - Intended outcome has been achieved; evidence observed/received (GREEN)
 - Not applicable at this time (ORANGE)

2. Provide a description (including evidence) to support the level of progress reported