

Lincoln Elementary School – La Porte, Indiana Spring, 2017

I. Introduction:

A. Description of school Introduction:

Lincoln Elementary, located within a residential neighborhood, is a one story building constructed in 1964. A complete renovation was completed in 1999. Lincoln Elementary is now air-conditioned and has added a computer laboratory which includes a Smart Board. The building has 15 self-contained classrooms which include full-day Kindergarten and a full-week preschool program. Each self-contained classroom is Smart Board equipped. Four (15 station) mobile computer laboratories are also available. In addition, four mobile Chromebook labs (30 stations) are available for student use. Special Education, ELL, counseling and speech services are also provided.

B. Description and location of the curriculum

Lincoln Elementary School curriculum is aligned with the LaPorte Community School Corporation curriculum through the use of curriculum maps used by all teachers. The teachers at Lincoln Elementary School engage all students and differentiate instruction through the use of data from ISTEP+, STAR Reading and Study Island testing. The Lincoln Core Data team meets to review data to drive instruction for students. All teachers are involved in the Learning Connection and have access to the Indiana Standards through this site. Training on transition to the Common Core State Standards has also been provided. In addition, professional development on Data Teams and SMART goals has been implemented.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP
Lincoln Elementary utilizes ISTEP+ in grades 3-5, IREAD -3 in 3rd grade, Ready mathematics testing in grades K-5, and WIDA testing in grades K-5 as formal assessment tools. WIDA placement testing is also administered to any student for whom English is a new language. Content area pre- and post- examinations are also given during teaching units. Data from Accelerated Reader and STAR Reading, such as grade equivalent and Zone of Proximal Development, is utilized for each student.

In addition, I-Ready data from I-Ready math will also be used do drive individual math instruction. Other alternate forms of assessments, such as projects, are also used.

II. Statement of mission, vision or beliefs:

The LaPorte community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

The LaPorte Community School Corporation BELIEVES...

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.

- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community. A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

Lincoln Elementary School Mission Statement:

The Lincoln Elementary School mission statement is “Learn Today to Excel Tomorrow.” This mission statement is visible on the school letterhead, Lincoln website, school newsletter, and weekly preview for teachers.

Lincoln Elementary BELIEVES.....

- Every child is important and deserves the opportunity to learn.
- All learners are in a safe and healthy school environment where they are nurtured and respected.
- All learners are involved in meaningful activities which address their strengths and provide opportunities for growth.
- All learners are challenged to grow academically and socially.

III. Summary of data:

A. Link to: <http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4757>

B. Data related to other performance indicators

Formal and informal assessments are administered routinely to obtain data on student achievement. This data is collected and guides daily instruction. Assessments such as STAR Reading, Study Island, Ready Math, Co Gat, Olsat-Lennon, WIDA, Writing Prompts, Unit Tests, and teacher created assessments are utilized for this purpose.

C. Other information about educational programming and the learning environment

Lincoln offers a Title I program for grades K-5. This program provides a reading teacher, Title I assistants and a literacy coach. In addition, English as a New Language is also offered to students who are learning or improving their English skills. The local library also provides volunteers who work with small groups of students on literacy skills.

Arconic/Alcoa Corporation has provided a group of volunteers, who on their lunch hour, tutor 4th and 5th grade students in mathematics and science.

Data is extensively used by the Building-Based Team (BBT) for individual students when utilizing Response to Intervention (RTI) to improve student achievement. Data collected from assessments is also being utilized to develop SMART (Specific, Measurable, Appropriate, Realistic and Timely) goals.

IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana academic standards.

The district curriculum, under which Lincoln Elementary functions, is based on Indiana's academic standards. Lincoln teachers utilize information from the Learning Connection including transition from the Indiana Standards to the Core Curriculum State Standards. Also, differentiated activities used are aligned to the Indiana State Standards and Common Core Standards and indicators.

B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.

The alignment of the curriculum to the State Standards has been the first step in providing instruction that is tailored to the standards. Teachers utilize information from the Learning Connection and data from writing prompts, ISTEP+, IREAD-3, STAR Reading, Study Island and I-Ready Math to drive instruction. Instructional strategies are based upon data from these sources so that instruction can be differentiated to meet the individual needs of students.

C. Analysis of student achievement based on ISTEP+ Link to: [IDOE: Compass](#)

Lincoln Elementary is committed to monitoring student progress as an essential means to improve student achievement. Lincoln's commitment is to use results from ISTEP+, Ready Math, STAR Reading, IREAD-3, CoGAT and Olsat-Lennon and teacher created assessments to drive and improve student instruction.

D. Parental participation in the school.

Lincoln Elementary welcomes parental involvement and is striving to increase involvement. The addition of Accelerated Reader provides a way in which parents can be involved. Parents are invited and encouraged to attend such events as Open House, Family Science Night, Family Game Night, Parent-Teacher Conferences, Academic Awards, Breakfast of Champions, Super Sundae Celebration, fall and spring book fairs, and Field Day.

E. Technology as a learning tool.

A district technology plan exists that includes staff development. Lincoln has a Technology and Instructional Coach who is available to help with technology concerns. Additionally, the T & I Coach provides ongoing staff development in the area of technology; specific training on Chromebook technology has been incorporated. A teacher technology representative is also available to help staff with technology needs. Within the building, a computer lab, and Smart Boards in all grade level classrooms, is available. Each classroom teacher has an iPad for classroom use. Distance learning is also available as well as Discovery Education and SKYPE technology. Four (15 station) mobile computer laboratories are also utilized for Accelerated Reader, word processing and other computer applications. Mobile Chromebook Labs (4-30 units for a total of 120 stations) are also available for student use.

F. Safe and disciplined learning environment.

Lincoln Elementary operates under the safe school plan adopted for the La Porte Community School Corporation. Elements of this program include the following:

- Access to the school is restricted by the locking of all doors from the outside.
- A Raptor safety scanning system has been installed to provide access to information concerning child predators.
- Signs direct visitors to the office and staff are alerted to the need to verify the status of non-students in the building without a visitor's badge.
- Office personnel are constantly available through electronic means.
- Lincoln Elementary operates under the guidance of the state required Safe School Plan which is evaluated and revised each school year.
- A Lincoln Crisis/Safety team has been formed and conducts monthly meetings.
- A Lincoln Community group consisting of teachers, parents, and local community members (Mayor and Chief of Police) has been formed to discuss neighborhood concerns.
- A school-wide discipline system, PAWS, (Positive Attitude, Accept Responsibility, Work Together and Show Respect) is embraced and utilized by all staff.

G. Professional development.

The Lincoln Elementary professional development program is conducted within the district goals and objectives. The district Technology Coaches have been involved with the Lincoln staff (K-5) conducting a series of workshops on 6-Traits writing utilizing the Smekens approach.

A district High Ability Elementary team has been formed and Lincoln has a teacher representative on this committee. The Lincoln principal is co-chair of this group. This group will be providing information and professional development on best practices in differentiated instruction for high ability students. Lincoln has also formed a High Ability school committee which consists of both teachers and parents.

In addition, a district Writing Committee has also been established. Lincoln Elementary has two representatives on this committee. The Lincoln principal is also the co-chair of this group.

H. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following: (see School Improvement Action Plan)

- a. Attendance rate: Link to:
[http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4757School improvement plan 2012.doc](http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4757School%20improvement%20plan%202012.doc)
- b. Percentage of students meeting academic standards under the ISTEP+ program. Link to:
<http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4757>

I. Specific areas where improvement is needed immediately.

Improvement of instruction will continue to focus upon the Writing Process at all grade levels. The Writing Committee will continue to review and present best practices in writing instruction. Discussion on the Smekens approach to reading/writing will continue during the 2017-18 school year.

Language Arts will continue to be an area of concentration. Flexible learning groups are also used. Six Traits writing instruction will be used across content areas, along with 6 point answers and QAR instruction.

Cross-grade level meetings, (Grades K-2) and (Grades 3-5) will be used. The cross-grade level meetings will be conducted to look at data with the Special Education teacher as well as the Title I staff. Teachers and the principal will meet to discuss data collected to drive and improve student instruction. Response to Intervention (RTI) will be used to create plans for individual students who are struggling.

Improving instruction, through the use of technology, will also continue to be a focal point. The use of Accelerated Reader, STAR Reading, Ready Math and Accelerated Reading data to improve instruction will continue.

VII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

Improvements in instruction in the following areas will occur: mathematics, reading/language arts, science and social studies. Progress will happen over the next three years. Progress will be measured by increases in ISTEP+ scores at all grade levels in the benchmark areas and increases in student achievement data on Study Island assessments.

VIII. Academic Honors Diploma and Core 40, including the following:

- A. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.
- B. Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.

- IX. Proposed interventions based on school improvement goals. (See School Improvement Action Plan)

STAR Reading, Accelerated Reader, and Study Island and I-Ready Math data will be utilized to improve student instruction in the areas of mathematics and reading. In mathematics, students will be given daily opportunities to improve problem solving, measurement, geometry and algebra and functions. In addition, ALEKS Math and CARE Math will be used to provide challenging math curriculum and allow students to work at their own pace. Expanding vocabulary to automaticity in all content areas will be a focus of instruction. Daily oral language opportunities will begin each day during morning work. Flexible grouping will be implemented to “stretch” students who need a challenge and guide students who are in need of additional help. The “Lion’s Den” after school program will continue to aid those students who need additional help with academic skills.

- X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts. (See School Improvement Action Plan)

Professional development will focus upon the Writing Process using the Smekens approach. The teacher on the High Ability District Committee will share her knowledge with their colleagues during faculty meetings. The teachers on the District Writing Team will also share their experiences with the Lincoln Faculty. The Lincoln Faculty will make the best use of technology, such as computers and Smart Boards, and Chromebooks to enhance instruction. Additionally, the Lincoln Data Team will help teachers best use data and establish SMART goals to drive instruction. Teachers will be provided continued guidance on the teacher evaluation process, so teachers can view best practices in action.

- XI. Statutes and rules to be waived.

- XII. Three (3) year time line for implementation, review, and revision.

A time line for improvement over the next three years has been established. The school improvement team will meet to review and implement the timeline for improvement. Data from the IDOE, such as ISTEP+, and local assessments such as STAR Reading, Ready Math and NWEA assessments will be a key component to the improvement plan. The achievement of students will continually be reviewed by the principal, all teachers, school improvement team, Data Team and other stakeholders at Lincoln Elementary School. Revisions in the plan will be made as driven by school data gathered.

**School Improvement Action Plan
Lincoln Elementary 2017-2018**

GOAL: Students will demonstrate an increased mastery of the Language Arts/Reading Standards in each of the next three years.

Support Data: Vocabulary Literary Text Writing Applications Writing Process Language Conventions	Standardized Assessments: ISTEP+ (Spring 2015) WIDA IREAD 3	Local Assessments: Study Island Writing Prompts/Rubrics Smekens Writing Study Island Assessments CoGAT testing Olsat-Lennon testing GE and ZPD from Star Reading Assessments		
Intervention: Increase student vocabulary development and background knowledge through linguistic and nonlinguistic opportunities. (All grades) (Continue work on improving vocabulary instruction at all grade levels.)		Research/Best Practice: <u>The Daily Five</u> Boushey & Moser		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Teachers will help students learn to use context clues to gain knowledge of unfamiliar words. *Teachers will provide varied opportunities for language rich experiences throughout the instructional day. *Teachers will use models to build background knowledge when introducing new vocabulary	All teachers, paraprofessionals ENL tutor Title I Staff	Daily	The Learning Connection Accelerated Reader Discovery Education WIDA – The English Language Learner Can Do Booklet	**Continued Professional Development on best practices on Accelerated Reader and STAR Reading. High Ability trainings Smekens training Training on establishing SMART goals WIDA Training
Intervention: Improve writing process skills, including prewriting, drafting, revising and editing.		Research/Best Practice: 6 Traits Writing – Kristina Smekens		
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

<p>*Students will be given multiple opportunities to write across the curriculum daily. *All teachers will use quarterly writing prompts to be determined by Writing Comm. *Writing prompts, to be determined by Writing Committee, will be utilized in grades K-5. *Anchor papers will be reviewed by teachers.</p>	<p>All teachers, paraprofessionals ENL tutor Title I Staff</p>	<p>On going</p>	<p>*6-Trait Writing *IDOE Website The Learning Connection</p>	<p>*District Writing Committee will research best practices in instruction of the writing process. Continued school-wide usage of 6-Trait writing process.</p>
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<p>Intervention: Improve writing application skills (at all grade levels)</p>			<p>Research/Best Practice: 6 Traits Writing – Kristina Smekens</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>*Teachers will begin each day with a daily oral language exercise during morning work time. *Students will be given practice writing for a specific audience. *Students will be given opportunities to write for different purposes across the curriculum.</p>	<p>All teachers, Paraprofessionals ENL tutor Title I paraprofessional</p>	<p>Daily</p>	<p>The Learning Connection 6 –Trait Writing</p>	<p>*Discuss best practices for writing applications during faculty meetings. *Writing Committee will meet to review and discuss best practices in writing instruction.</p>

Intervention: Focus upon reading comprehension at all grade levels			Research/Best Practice: <u>The Daily Five</u> Boushey & Moser <u>The Café Book</u> Boushey & Moser	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Students will use appropriate strategies when reading for different purposes (learning to read/reading to learn). *Students will be given opportunities to compare/contrast information across the curriculum. *Students will be provided opportunities to distinguish between cause and effect in informational text. *Students will be given opportunities to follow multistep directions. *Focused learning groups at which time reading comprehension skills will be reviewed and enriched depending on groupings.	All teachers Paraprofessionals ENL tutor Title I Staff Volunteers Afterschool program staff	Daily	*Reading textbooks, science & social studies texts. The Learning Connection Accelerated Reader	*Review best practices in reading comprehension during grade level meetings *Title I/Special Ed grade level meetings *Lincoln Literacy Team will continue to meet to discuss how best to utilize the program to continue to improve reading comprehension. Data Teams will meet to review comprehension data collected.
Intervention: Increase the number of students who achieve/maintain benchmark from the Study Island testing throughout the year.			Research/Best Practice: *Study Island website	
Strategies/Activities to Implement the Intervention: *Progress Monitoring –Focus instructional groups on Study Island skills in addition to daily literacy groups.	Persons Responsible: Classroom Teachers/Title I staff (Grades K-2)	Time Frame: Daily	Resources: Study Island website *Textbook activities	Staff Development Activities Grade level meetings to discuss progress monitoring

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**School Improvement Action Plan
Lincoln Elementary 2017-2018**

GOAL: Students will demonstrate an increased mastery of the Mathematics Standards in each of the next three years.

Support Data:
 Problem Solving – Grade 4
 Algebra & Functions – Grades 4/5
 Geometry – Grade 4
 Measurement – Grades 4/5

Standardized Assessments:
 *ISTEP+ (Spring 2015)

Local Assessments:
 *Unit Tests
 *On going classroom review- written and oral
 *Benchmark math testing
 *Study Island Testing
 I-READY Math

Intervention: Students will make decisions about how to set up a problem when given a word problem.

Research/Best Practice:
 **Utilize best practices in the area of improving Mathematics instruction through summarization techniques: Summarization in Any Subject by Rick Wormeli
 *Common Core Standards -Problem Solving (The Learning Connection)

Strategies/Activities to Implement the Intervention:

Persons Responsible:

Time Frame:

Resources:

Staff Development Activities

*Opportunities for students to choose the approach and strategies to use in problem solving.
 *Use pictures or drawings to solve problems.
 *Explain and justify how a problem was solved.
 *Express solutions using appropriate mathematical terms. (
 *Justify an answer both verbally and symbolically.
 -*Problem solving techniques will be utilized by all content areas.
 *Begin morning work with “Problem of the Day”.

All Teachers and paraprofessionals.
 ENL tutor After school staff
 Title I Staff

Daily

*Ready math textbooks
 The Learning Connection

*Grade Level Title I/Special Ed. Meetings
 * Utilize Discover Education opportunities for classroom Smart Boards.
 *Strategies shared by staff members during collaborative time.
 *High Ability training

 *Data Teams will meet to review data collected from Study Island testing

 *SMART goals will be established for math based upon data collected.

Intervention: Improve mathematical vocabulary – Grades K-5 (Continue to work toward improving mathematical vocabulary)

Research/Best Practice:
 **Utilize best practices in the area of improving Mathematics instruction through summarization techniques: Summarization in Any Subject by Rick Wormeli

Strategies/Activities to Implement the Intervention:
 *Improve mathematical vocabulary at all grade levels through linguistic and nonlinguistic opportunities.

Persons Responsible:
 All teachers , paraprofessionals
 ENL tutor
 Title I Staff

Time Frame:
 Daily

Resources:
 Ready math textbooks
 *The Learning Connection

Staff Development Activities
 *Strategies shared by staff members during Data Team meetings and Faculty Meetings

Intervention: Help students to create, read and interpret graphs			Research/Best Practice: The Learning Connection	
Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities

*Practice with reading/interpreting various types of graphs (circle graphs, bar graphs, line graphs, etc.) *Weekly Focused Learning Groups to review graphing skills *Students will learn to create various types of graphs (circle graphs, bar graphs, line graphs, etc.).	All teachers K-5 ENL tutor After school staff Title I Staff	Daily	*Ready math textbooks *DOE website *Discovery Education *The Learning Connection	*Grade level meetings to discuss concerns/successes *Strategies shared by staff members during collaborative time.
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Intervention: Students will choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.			Research/Best Practice: *Indiana's Academic Standards Resource – (Curriculum Frameworks)	
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Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
*Help students learn to add units of length that may require regrouping of inches to feet or centimeters to meters. *Help students learn to estimate and measure capacity using quarts, gallons, and liters.	All teachers K-5 ENL tutor After school staff Title I Staff	Daily	*Ready Math Program *Discovery Education *The Learning Connection	Data meetings to discuss concerns/successes *Strategies shared by staff members during collaborative time. *Training in Ready Math and I-Ready Math

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**School Improvement Action Plan
Lincoln Elementary 2017-2018**

GOAL: The Lincoln Faculty will make the best use of technology, such as computers, Smart Board, Tablets, and Chromebooks

<p>Support Data: Standardized Microsoft Office DIBELS Discovery Education ISTEP+ LPCSC Smart board Lessons Internet Accelerated Reader</p>	<p>Assessments (Spring 2015)</p>	<p>Local Assessments: Benchmark Testing Accelerated Reader STAR Reading</p>		
<p>Intervention: Student learning will be enhanced by using Smart Boards and Chromebooks during instruction.</p>			<p>Research/Best Practice: *Classroom Instruction That Works – Marzano *The Effectiveness of Technology in Schools: A Summary of Recent Research Ellen R. Bialo *Educational Leadership: Learning in the Digital Age, Jan. 2006. , Vol. 63 No. 4</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>*Teachers will use lessons from Discovery Education, the LPCSC Smart board lessons or the Internet to build background knowledge for instruction.</p>	<p>Teachers Title I Staff</p>	<p>Daily</p>	<p>*Microsoft Office *Discovery Education *LPCSC *Smartboard Lessons *Internet *Teacher Editions of classroom textbooks *I-Ready Math online activities *Accelerated Reader The Learning Connection</p>	<p>*Utilize Corp. Tech Liaison (Brenda Britton) to provide staff development in the latest technology and provide information on The Learning Connection.</p>
<p>Intervention: Technology Coach will help teachers provide opportunities to challenge students using technology</p>			<p>Research/Best Practice: *Differentiation in Practice –Grades K-5 – Tomlinson</p>	
<p>Strategies/Activities to Implement the Intervention:</p>	<p>Persons Responsible:</p>	<p>Time Frame:</p>	<p>Resources:</p>	<p>Staff Development Activities</p>
<p>*Technology Coach will utilize Smart boards, the Internet and Power Point to help teachers provide differentiated learning experiences for students.</p>	<p>Teachers</p>	<p>Daily</p>	<p>*Smart board Lessons *Microsoft Office *Internet *I-Ready Math online activities *The Learning Connection</p>	<p>*Technology Coach will share ideas with Lincoln Staff</p>

Intervention: Teachers will use technology such as Smarboards, tablets, Internet and Discovery Education to improve instruction in the area of Science and Social Studies		Research/Best Practice: *Classroom Instruction That Works – Marzano *The Effectiveness of Technology in Schools: A Summary of Recent Research Ellen R. Bialo *Educational Leadership: Learning in the Digital Age, Jan. 2006. , Vol. 63 No. 4		
Strategies/Activities to Implement the Intervention:	Persons responsible:	Time Frame:	Resources:	Staff Development Activities
*Teachers will use technology to enhance science instruction. *Teachers will use technology to improve student skills in the area of graphing. *Teachers will use Smart boards and Discovery Education to provide hands-on and real world scientific experiences and build background knowledge. *Teachers will use technology to enhance social studies instruction. (Geography, Economics, Civics, and Economics) *Teachers will use technology to improve mapping skills.	*Teachers Grades K-5	Daily	*Smart board Lessons *Microsoft Office *Internet *Discovery Education *I-Ready Math online activities *Accelerated Reader *The Learning Connection	* *Technology committee will continue to meet to discuss best practices and will share with faculty.