

**Lincoln Elementary School  
School Improvement Plan  
2019-20**

**I. Introduction:**

**A. Narrative Description of the School Community, and Educational Program**

Lincoln Elementary School is part of the LaPorte Community School Corporation. LaPorte is twelve miles south of the Michigan state line and twenty-five miles west of South Bend. Lincoln School lies within the city limits of LaPorte. The LaPorte Community School Corporation consists of eight elementary schools, one intermediate school, one middle school, and one high school. Lincoln School is located in the center of the city of LaPorte. The school is located in a residential area.

Lincoln Elementary, located within a residential neighborhood, is a one story building constructed in 1964. A complete renovation was completed in 1999. The building has 12 self-contained classrooms which include full-day Kindergarten and a full-week preschool program. Each self-contained classroom is Smart Board equipped. Eleven (25 station) mobile computer laboratories are also utilized for corporation guided programs, word processing and other computer applications. There are a total of 225 Chromebooks that are available for student use. Special Education, ELL, counseling and speech services are also provided.

Lincoln School has an outdoor play area. This area includes a large grassy field, basketball courts, an asphalt play area, and outdoor play equipment. The school began a full day kindergarten program during the 2002-03 school year. Lincoln began a half-day preschool program during the 2009-10 school year. There is also a Title 1 Reading and Math program for kindergarten through fourth grade.

Lincoln staff consists of 43 members, including classroom teachers, a resource teacher, instructional assistants, custodians, food service, and office personnel. Special services provided for our students are speech/language therapy, English Language Learners (ELL), Title I Reading, and physical and occupational therapy. There is a full-time guidance counselor and a part time nurse/nurse assistant on staff. The present enrollment of Title One preschool students is 38; these students attend half of the day. The present enrollment of 216 students in grades Kindergarten through Grade 4 is made up of the following socioeconomic levels:

<https://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4757>

Parents are offered childcare both before and after school at a neighboring school. All students are offered free breakfast. Our building is also used for scouts, community gatherings, gym rental for basketball and cheerleading, and other student-centered needs.

The following list includes some of the many activities at Lincoln School: athletics (track, ring toss, and basketball), Technology Club, Robotics/Science Club, Kiwanis Kids Club, Art Club, Gardening Club, Fitness Club, Lil' Fish, Lil' Guppies, Spelling Bee, Book Fair, and Family Night.

The parent and community involvement at Lincoln School is a priority. An active Parent/Teacher Association encourages participation in the Prowl-a-Thon, Crafternoon, Grandparents Day, Pottery Night, grade-level programs and an Open House. Any monies earned are used to benefit students at our school. Parents are involved as room organizers, field trip chaperones, and classroom volunteers. They also collect General Mills Box Tops for assorted school purchases.

## **B. Description and location of the curriculum**

Lincoln Elementary School curriculum is tied to the College and Career Readiness Standards adopted by the Indiana State Board of Education. The LaPorte Community School Corporation is realigning an online mapping of the College and Career Readiness Standards with the district curriculum. Copies of the curriculum for Lincoln Elementary School will be available in the school office and at the district office at 1921 A Street. The teachers will also have copies of the curriculum maps in their classrooms with appropriate parts of the curriculum shared with parents. The College and Career Standards can be found on the Learning Connection.

## **C. Titles and descriptions of assessment instruments to be used in addition to ILEARN (IAM, local assessments in content areas, writing assessments, daily assessments, etc.)**

Lincoln School students in kindergarten through fourth grade are given assessments based on the Smekens Program and the Six Traits of Writing. The purpose of these assessments is to provide teachers information needed for individualized instruction in measuring student growth. Kindergarten through fourth grade students are administered NWEA Reading and Math and iREADY Math assessments in the fall and spring of each school year to determine student growth. First grade through 4<sup>th</sup> grade lexile levels are determined by NWEA testing and lined up with Accelerated Reader. Teacher-made tests and textbook tests are also given at Lincoln Elementary School. Grade K-4 students will be assessed on iReady Math (or NWEA) pre and post-tests to determine growth in math. Third grade students are required to pass the IREAD-3 test in order to be promoted to fourth grade. NWEA testing in English/Language Arts, Reading, Science and Math will be administered to first through fourth grade students as a high ability screener. CoGAT high ability testing is administered to those students that require an additional high ability measure. Exact Path provides instruction based on student needs shown on the NWEA test.

## **II. Statement of mission, vision or beliefs:**

### **A. LaPorte Community School Corporation Mission Statement**

Learn Today To Excel Tomorrow - 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.

**B. LaPorte Community School Corporation Beliefs**

*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 valued and respected.

**C. Lincoln Elementary School Mission Statement**

We, the Lincoln community of students and adults, will create an environment that encourages growth and opportunity. Lincoln's 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.

**D. Lincoln Elementary School Beliefs**

- 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 and become lifelong learners.

**III. Summary of data:**

A. <https://compass.doe.in.gov/dashboard/iread3perf.aspx?type=school&id=4757>  
(Click on specific grade level and subject area.)

**B. Data Related to Other Performance Indicators Other Than Those Included in the Annual Performance Report**

The purpose of these assessments is to give teachers information needed to provide appropriate instruction for each student and to measure student growth. Our kindergarten through fourth grade students are participating in the NWEA Reading/ELA and iREADY Math Assessments three times during each school year. Results of these tests are used to focus student reading and math instruction and to measure student growth. The NWEA scores are combined with Exact Path to determine a learning path for each of our kindergarten through second grade students. The NWEA and the corresponding lexile scores are used to track student growth and provide an Accelerated Reader level. Third grade students are given and required to pass the IREAD-3 test in order to be promoted to fourth grade. NWEA testing in Reading, English/Language Arts, Science and iReady Math will be administered to kindergarten through fourth grade students.

**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 School operates is based on the College and Career Readiness Standards adopted by the Indiana State Board of Education. The LaPorte Community School Corporation will work to align instruction with the College and Career Readiness Standards. The following actions will be taken:

- Corporation-wide curriculum maps
- The Core Data Team monitors educational activities
- Grade level teams meet in horizontal and vertical teams to integrate the College and Career Readiness Standards into daily instruction and analyze student data.
- Focus will be directed to organize an integrated school year plan that connects topics of study to the College and Career Readiness Standards in all subject areas.

**B. Information about how the school's instructional strategies support the achievement of Indiana Academic Standards**

The alignment of the standards into the curriculum maps ensures that instruction is tailored to the College and Career Readiness Standards. Teachers will use the LPCSC Curriculum Maps to drive instruction. Teachers then identify students in need of remediation and enrichment in each particular skill area.

### **C. Analysis of student achievement based on ILEARN and other assessment strategies**

Lincoln Elementary School uses ILEARN assessment data, IREAD-3 assessment data, NWEA Reading/ELA, Science and Math scores, and iReady Math diagnostic benchmark scores to drive the improvement of student academic performance. The data gathered from these resources is used to guide our staff in diagnosing areas and students in need of attention. These testing results provide teachers with student strengths and weaknesses that aid in providing appropriate instruction for all students. Exact Path is a program through NWEA that maps out the learning pathways for all kindergarten through second grade students to maximize student achievement. Teachers meet in Horizontal Grade-Level Data Teams to create instructional goals to increase student achievement, to assess test scores, and to create both individual instructional goals and instructional school goals. The school Core/Data Vertical Data Team meets to assess school-wide data to determine strengths and weaknesses, write school-wide smart goals, and determine instructional strategies to meet the needs of all students. The school district administers the CoGAT high ability testing to meet the enrichment needs of all students as an additional screener to NWEA.

### **D. Parental participation in the school**

Lincoln Elementary School welcomes active parent participation hoping it advances to new heights. The school's parent organization works with the school staff to design activities that will attract parents and students into the building creating a stronger, unified and successful atmosphere. The school calendar reflects numerous opportunities that are available:

- Open House (Open visitation to all classrooms)
- Parent/Teacher Conferences
- Grandparents Day
- Field Day is conducted for all students and staffed by parent volunteers.
- Lincoln Spelling Bee
- Book Fair
- Science Night
- Popsicles on Playground
- Kindergarten Registration/Roundup
- Grade Family Fun Night
- Popcorn and Pottery/Crafternoon
- Playground Nights
- Movie Nights
- Prowl-a-Thon
- Student Art Show
- School-Wide Field Trip
- Career Day

The Lincoln Elementary School PTA also contributes directly to the activities that support our school. Specific activities include:

- Classroom volunteers
- Coordinating "Spirit Sales" of Lincoln clothing
- Funding performing artists (guest speakers)
- Providing meals during Parent/Teacher Conference days
- Coordination of staff appreciation events for all staff, bus driver, etc.
- Providing financial assistance for classroom teacher needs
- Sponsoring Fourth Grade Recognition
- Purchasing additional playground equipment for our outside play area
- Marco's Give Back Nights
- Culver's Give Back Nights
- Funding athletic shirts for the fourth grade

#### **E. Technology as a learning tool**

A district technology plan is in place that includes a major effort in staff development. Two corporation technology specialists and a building computer resource persons are available to work with teachers in the building. In addition to providing planned professional development, they are on call as needed. One computer technician is assigned to Lincoln as needed to keep computers, printers, and the network running smoothly. Teachers each have their own chromebook and chromebook cart. Each student has their own chromebook assigned to stay at Lincoln. Lincoln has 220 chrome books readily available for student use. One networked teacher station in each classroom has electronic mail and Internet capabilities. In terms of specific preparation and use:

- Several teachers have participated in voluntary corporation workshops.
- Teachers participate in building training sessions.
- The SMART Board is incorporated into daily lessons by teachers.
- SMART Boards are utilized in all classrooms.
- All classroom and school newsletters are computer generated.
- Student report cards are computer generated through the use of Skyward.
- All teachers develop a year-long plan through the use of a database and/or a spreadsheet.
- All teachers use programs within Google
- All teachers use Google Classroom as a digital hub for students.
- Several teachers maintain classroom web pages to support home/school communication.
- Daily attendance and lunch orders are completed through Skyward software.
- Accelerated Reader Reading is utilized by teachers via Internet access.

- Study Island and Exact Path are utilized by teachers via Internet access.
- Class Dojo to monitor classroom behavior & maintain communication with parents
- ThinkCentral for Science and iReady Math
- My View (Pearson)
- Pearson Realize for Reading and Social Studies
- Exact Path
- EPIC for access to a variety of texts on all topics and reading levels
- Readworks.org
- Spelling City
- Typing Club/Typing.com
- Clever
- Ready Math Teacher Toolbox
- I-READ, ILEARN, and Study Island assessments are utilized via Internet access
- ALEKS Math

#### **F. Safe and disciplined learning environment**

Lincoln Elementary School operates under the Critical Incident Plan adopted for the LaPorte Community School Corporation. Elements of this program include the following:

- All exterior doors, except the front door, are locked limiting outside access to the school. Visitors can only enter the front door by being admitted through the remote door opener in the office.
- Signs direct visitors to the office.
- Visitors must sign in, wear visitor tags, and sign out.
- Raptor System was implemented to scan driver's licenses for safety.
- All visitors and volunteers must complete a criminal background check.
- All staff carry a two-way radio for safety inside and outside the building.
- Instruction in student safety is provided as part of the Second Step curriculum through lessons from the school counselor.
- Classroom doors are locked at all times.
- Teachers have an emergency kit with a flashlight in all classrooms.
- Emergency drills are practiced regularly as outlined in the Critical Incident Plan.
- The staff utilizes the Lincoln Positive Behavior Plan, "Pride Reports and PAWS Laws," to reinforce positive behavior through the Second Step Curriculum.
- A team of teachers has been trained in Crisis Prevention Intervention.
- There is a Safety Team Corporation Designee who attends corporation meetings disseminates information to the Lincoln School Safety Team.
- Outside doors are numbered.
- A proxy card entry system was added for building security.
- Teachers at Lincoln are prepared to deal with discipline problems using a positive behavior approach.

## **G. Professional development**

The Lincoln Elementary School professional development program is conducted within the district goals and objectives and includes the following:

- LaPorte Community School Corporation Data Coaches continue to provide training for kindergarten through fourth grade in Study Island, Ready Math, Exact Path, Clever, Google Classroom and Pearson ELA.
- Staff members will continue to collaborate on curriculum alignment and instructional techniques.
- Staff members will continue to collaborate on data teams and Smart Goal creation.
- Trauma-informed schools presentation by Dr. Lori Desautels.
- Several teachers have received training on the Smekens Writing Program. The staff will utilize their knowledge as well as webinars to improve instructional writing strategies at all grade levels.
- Several teachers have received training in CARE Math.
- Teachers have received professional development in AR and Google.
- Reading with Jan Richardson
- Smekens videos

The Lincoln Elementary School staff believes that targeted professional development activities will be the key to monitoring student achievement and focusing instruction more specifically on the needs of students.

## **V. 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.** <https://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=4757>  
(Click on Attendance Rate)

**B. Percentage of students meeting academic standards under the ILEARN program**  
<https://compass.doe.in.gov/dashboard/scistep.aspx?type=school&id=4757>  
(Click on specific subject area)

## **VI. Specific areas where improvement is needed immediately**

As identified through the information on the DOE website, the areas of focus for the 2019-20 school year will be the Writing Process, Identifying Key Ideas with Textual Evidence, Vocabulary, Reading Fluency, Algebraic Thinking, Measurement, and Computation.



**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**

See School Improvement Action Plan

**IX. Proposed interventions based on school improvement goals**

See School Improvement Action Plan

**X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts**

See School Improvement Action Plan

**XI. Statutes and rules to be waived**

None

**XII. Three (3) year timeline for implementation, review, and revision.**

- A one-year time line has been established with each benchmark. Implementation will include reviewing and revising the improvement plan for each school year. Data will be a key component to the improvement plan.
- The achievement of students will be reviewed annually by the principal, the school Core/Data Team, teachers, and other stakeholders at Lincoln Elementary School.
- The achievement review will include data provided by the Indiana Department of Education, NWEA, ILEARN data, I-READ data, Study Island data, results of local assessments, and other broad indicators of students' achievement.

School Improvement Action Plan Lincoln Elementary School 2019 English/Language Arts		
<b>GOAL: All Lincoln Elementary Students will show growth and increased achievement of Indiana CCR English and Language Arts standards in each of the next three years.</b>		
<b>Support Data:</b> Writing Process Vocabulary Reading Comprehension Literary Response Phonemic Awareness Phonics Reading Fluency	<b>Standardized Assessments:</b> ILEARN IREAD-3 NWEA Reading/Writing Assessment	<b>Local Assessments:</b> Textbook Assessments Student Work Samples Classroom observations Literacy Group Assessments Accelerated Reader Fast ForWord NWEA Standard Based Assessments Study Island Go Phonics Midterms/Report Cards

<b>Intervention:</b> Students will become more proficient in the writing process through a structured plan of learning experiences.		<b>Research/Best Practice:</b> Smekens: <u>6 Traits</u> Jan Richardson: <u>Next Steps in Guided Reading</u> Pearson Language Arts Series Bloom's Taxonomy Daily 5-Boushey & Moser: <u>Daily 5 and Café</u>		
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
An analysis will be reported to the principal /Core Data Team.  Teachers will use a variety of writing prompts for different types of writing.  A weekly block of time will be provided for students to work on the writing process.  Teachers will utilize Daily Oral Language/Daily Fix-It activities.  Teachers will meet in grade-level and Core Data committee to track student growth.  Teachers have a common grade-level planning time daily during the school day.  Flexible instructional groups will support differentiated learning.  Technology used to enhance writing activities.	Classroom teachers  Principal  Title I Staff  Instructional assistants  RTI Team  CORE Data Team  Language Arts Committee	Ongoing	Smekens  Six Traits  DOE Writing Prompts (Gr. 3-5)  Rubrics from ILEARN  Learning Connection  NWEA  CCR Standards  Fast ForWord  Readworks  Epic  Exact Path  Study Island	Grade level team meetings to review information.  Review of applied skills tests  Data Teams, Data Analysis, Smart Goals  Smekens Training  Phonics Training  Google – Forms, Classroom, Docs, etc. PD  Web PD's  NWEA training  IDOE Released Item Repository  Review ILEARN data  High Ability Training  Technology Training
<b>Intervention:</b> Students will build academic background knowledge through direct vocabulary instruction and integrated classroom experiences.		<b>Research/Best Practice:</b> Marzano: <u>Building Background Knowledge</u> Boushey & Moser: <u>Daily Five and Cafe</u> Jan Richardson: <u>Next Steps in Guided Reading</u>		
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
Vocabulary development in all subject areas will be utilized to provide background knowledge for all students.  Students will discuss vocabulary words and conduct activities that focus on vocabulary.  K – 4 teachers will focus instruction on core vocabulary words in all subject areas.  Teachers will meet in data teams to track student growth.	Classroom teachers  Instructional assistants  Title I Staff  Principal  CORE Team  RTI Team	Ongoing	Textbooks  Learning Connection  Building background knowledge  Discovery Education CCR Standards  Study Island	Grade level team meetings to review information and practices.  Teacher collaboration time to review the appropriate vocabulary at each grade level  Data Teams and data Analysis  High ability training

Academic vocabulary for each grade level.  90 minute reading block of instruction			Exact Path  Readworks  Smekens	
<b>Intervention:</b> Students will develop skills for identifying key ideas and using textual support in Literature and Nonfiction.			<b>Research/Best Practice:</b> Jan Richardson: Next Steps in Guided Reading Boushey & Moser: <u>Daily Five</u> Smekens Strategies	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
Teachers will utilize the reading series for their direct classroom instruction in reading.  Kdg. – 4 teachers will incorporate the 5 components (Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension) of reading during the 90 minute reading block.  Teachers will monitor students to achieve at 85% or higher on Accelerated Reader tests.  Classroom teachers will utilize the sample released items repository available on the DOE website to provide test practice for students.  Teachers will utilize nonfiction texts to improve reading comprehension  Classroom teachers will utilize literary response as a part of Language Arts instruction.  Classroom teachers will utilize ILEARN, IREAD-3, and Accelerated Reader results to guide student instruction in reading comprehension.  Teachers will meet in data teams to track student growth.	Classroom teachers  Principal  Title I Staff  Instructional assistants  CORE Team  RTI Team	Ongoing	Pearson Reading resources  DOE Website  Accelerated Reader  Discovery Ed  NWEA  Learning Connection  ThinkCentral  Study Island  Exact Path  Smekens  Readworks	Data Teams, Data Analysis, Smart Goals  High ability training  Web PD - Smekens  IDOE Released Item Repository  Review ILEARN data  Use of data binders by teachers to track student progress

<b>Intervention:</b> Students will become more proficient in oral reading fluency through direct instruction and integrated classroom experiences.			<b>Research/Best Practice:</b> Marzano: <u>Building Background Knowledge</u> Boushey & Moser: <u>Daily Five and Café</u> Jan Richardson: Next Steps in Guided Reading Smekens Strategies	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
Teachers will utilize Fresh Reads from the Pearson My View Reading series to enhance oral reading fluency instruction.	Classroom teachers  Instructional assistants	Ongoing	My View  Learning Connection	Grade level team meetings to review information and practices.

<p>Kdg. – 4 teachers will incorporate the 5 components (Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension) of reading during the 90 minute reading block.</p> <p>Title I staff will use intervention strategies for oral reading fluency to supplement classroom instruction.</p> <p>Teachers will meet in data teams to track student growth.</p>	<p>Title I Staff Principal</p>		<p>Fast ForWord Common Core Standards NWEA</p>	<p>Teacher collaboration time to review the appropriate vocabulary at each grade level</p> <p>Data Teams, Data Analysis, Smart Goals</p> <p>High ability training</p> <p>IDOE Released Item Repository</p> <p>Review ILEARN data</p>
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**School Improvement Action Plan  
Lincoln Elementary School  
2019  
Math**

**GOAL: All Lincoln Elementary Students will show growth and increased achievement of Indiana CCR Math standards in each of the next three years.**

<p><b>Support Data:</b> Problem Solving Measurement Algebraic Thinking Computation</p>	<p><b>Standardized Assessments:</b> ILEARN Study Island</p>	<p><b>Local Assessments:</b> Ready Math Weekly Tests Teacher Created Assessments Supplemental Resources</p>
<p><b>Intervention:</b> Students will become more proficient in the area of complex problem solving through a structured plan of learning experiences.</p>		<p><b>Research/Best Practice:</b> Marzano: <u>Classroom Instruction That Works</u></p>

<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
<p>Classroom teachers will utilize the sample ILEARN questions available on the DOE website to provide test practice for students. (Grades 3-4)</p> <p>Teachers will utilize Ready Math word problems to provide continuous practice. Students will be provided the opportunity to explain the problem solving process orally and in writing.</p> <p>Classroom teachers will utilize daily Math activities to provide continuous practice.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will utilize math activities to provide multi-step problem experiences in all areas of measurement.</p>	<p>Classroom teachers Principal Title I Personnel Instructional assistants CORE Team RTI Team</p>	<p>Ongoing</p>	<p>Ready Math DOE Website CARE Math SMART Exchange Discovery Education Learning Connection Exact Path CCR Standards Study Island ALEKS Math Teacher Toolbox</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams, Data Analysis, Smart Goals</p> <p>High ability training</p> <p>Math groups determined by iReady results</p> <p>ALEKS math</p> <p>Online Math tutorials</p> <p>IDOE Released Item Repository</p> <p>Review ILEARN data</p>

<p>Teachers will utilize math activities to provide continuous practice in using formulas to solve problems in determining perimeter, area, and volume.</p> <p>Vocabulary development in measurement will be required to provide background knowledge for all students.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>			<p>Ready Meeting/Power-ups</p> <p>On-line math tutorials</p> <p>Khan Academy</p>	
<p><b>Intervention:</b> Students will become more proficient in the area of computation through a structured plan of learning experiences.</p>			<p><b>Research/Best Practice:</b> Marzano: <u>Classroom Instruction That Works</u></p>	
<p><b>Strategies/Activities to Implement the Intervention:</b></p>	<p><b>Persons Responsible:</b></p>	<p><b>Time Frame:</b></p>	<p><b>Resources:</b></p>	<p><b>Staff Development Activities</b></p>
<p>Classroom teachers will utilize the sample ILEARN questions available on the DOE website to provide test practice for students.</p> <p>Teachers will utilize math activities to provide continuous practice with the measurement standard with an emphasis on conversion activities.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Instructional assistants</p> <p>CORE Team</p> <p>RTI Team</p>	<p>Ongoing</p>	<p>Ready Math</p> <p>DOE Website</p> <p>Learning Connection</p> <p>Exact Path</p> <p>CCR Standards</p> <p>Study Island</p> <p>Ready Math Meeting/Power-ups</p> <p>On-line math tutorials</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams and Data Analysis</p> <p>Online math tutorials</p> <p>IDOE Released Item Repository</p> <p>Review ILEARN data</p>
<p><b>Intervention:</b> Students will become more proficient in the area of algebraic thinking through a structured plan of learning experiences.</p>			<p><b>Research/Best Practice:</b> Marzano: <u>Building Background Knowledge</u></p>	
<p><b>Strategies/Activities to Implement the Intervention:</b></p>	<p><b>Persons Responsible:</b></p>	<p><b>Time Frame:</b></p>	<p><b>Resources:</b></p>	<p><b>Staff Development Activities</b></p>
<p>Vocabulary development in Algebra and Functions will be required to provide background knowledge for all students.</p> <p>Teachers will provide opportunities for students to write a number expression, verification of solving the problem (showing work), and labeled answer for a word problem.</p> <p>Teachers will provide opportunities for students to solve problems that contain one or two variables.</p>	<p>Classroom teachers</p> <p>Principal</p> <p>Title I Personnel</p> <p>Instructional assistants</p> <p>CORE Team</p> <p>RTI Team</p>	<p>Ongoing</p>	<p>Ready Math</p> <p>DOE Website</p> <p>CARE Math</p> <p>Discovery Education</p> <p>Learning Connection</p> <p>CCR Standards</p> <p>Study Island</p>	<p>Grade level team meetings to review information.</p> <p>Review of applied skills tests</p> <p>Data Teams/Data Analysis/Smart goals</p> <p>High ability training</p> <p>Online Math tutorials</p> <p>IDOE Released Item Repository</p> <p>Review ILEARN data</p>

Teachers will meet in data teams to track student growth.  Teachers will use supplemental material for continuous practice that align with the CCR Standards.			Exact Path  Ready Meeting/Power-ups  On-line math tutorials	
<b>Intervention:</b> Students will become more proficient in the area of computation through a structured plan of learning experiences.			<b>Research/Best Practice:</b> Marzano: <u>Building Background Knowledge</u>	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
Teachers will utilize hands-on manipulatives and interactive websites to provide learning experiences in computation.  Classroom teachers will utilize daily math activities to provide continuous practice.  Kindergarten through second grade teachers will provide students with computation activities based on Ready Math results.  Teachers will meet in data teams to track student growth.  Teachers will use supplemental material for continuous practice that align with the CCR Standards.	Classroom teachers  Principal  Title I Personnel  Instructional assistants  CORE Team  RTI Team	Ongoing	Ready Math  Ready Meeting/Power-ups  DOE Website  Learning Connection  CARE Math  Study Island  On-line math tutorials  Exact Path	Grade level team meetings to review information.  Review of applied skills tests  Data Teams, Data Analysis, Smart Goals  High ability training  Use of data binders by teachers to track student progress  Online Math tutorials  IDOE Released Item Repository  Review ILEARN data

<b>School Improvement Action Plan</b> <b>Lincoln Elementary School</b> <b>2019</b> <b>Science</b>				
<b>GOAL: All Lincoln Elementary Students will show growth and increased achievement of Indiana CCR Science standards in each of the next three years.</b>				
<b>Support Data:</b> Living Environment The Mathematical World	<b>Standardized Assessments:</b> ILEARN Study Island NWEA		<b>Local Assessments:</b> Houghton-Mifflin Harcourt Fusion Unit Tests Teacher assessments	
<b>Intervention:</b> Students will become more proficient in all areas of Science through a structured plan of learning experiences.			<b>Research/Best Practice:</b> <u>Marzano: Instructional Strategies That Works</u>	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
Classroom teachers will utilize the sample ILEARN questions available on the DOE website to provide test practice for students. (Grade 4)	Classroom teachers	Ongoing	Houghton-Mifflin Harcourt	Grade level team meetings to review information.

<p>The online component of the Houghton-Mifflin Harcourt textbook series will be utilized to support student understanding of Science concepts.</p> <p>Teachers will meet in data teams to track student growth.</p> <p>Teachers will use supplemental material for continuous practice that align with the CCR Standards.</p>	<p>Principal</p> <p>Instructional assistants</p>		<p>ThinkCentral</p> <p>DOE Website</p> <p>Science Studies Weekly</p> <p>Discovery Education</p> <p>SMART Exchange</p> <p>Study Island</p> <p>Scholastic Science Spin</p>	<p>Data Teams, Data Analysis, Smart goals</p> <p>High ability training</p> <p>Online Science tutorials</p> <p>IDOE Released Item Repository</p> <p>Review ILEARN data</p>
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