School Improvement Plan

School Year 2016-2017
School: *Abraham Lincoln Elementary*
Principal: *Lina DeJesus*

Section 1. Set goals aligned to the AIP

Instructions: *Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:*

1. *By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12*
2. *BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math*
3. *By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math*

Note: Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

(a) Describe the goals you have for student outcomes, in terms of approximate <u>number</u> of students that you need to move to meet each of the three goals listed above.

	SY 15-16 (Historic)											
	# of students not Proficient/ Advanced				**# of students in Warning**				**# of students in Proficient**			
ELA	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th
	60	87	69	38	19	25	4	1	102	49	62	56
	254				49				269			
MATH	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th
	48	68	80	53	11	25	20	8	82	42	37	36
	249				64				224			

	SY 16-17 (Goals)											
	# of students not Proficient/ Advanced				**moving from Warning to Needs Improvement**				**moving from Proficient to Advanced**			
ELA	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th
	24	34	27	15	2	3	1	1	10	5	6	5
	101 *40% reduction in students not proficient or advanced in ELA per grade and overall school*				7 *10% of students in warning move into needs improvement in ELA per grade and overall per school*				26 *10% of students in proficient move into advanced in ELA per grade and overall per school*			
MATH	2nd	3rd	4th	5th	2nd	3rd	4th	5th	2nd	3rd	4th	5th

	19	27	32	21	1	3	2	1	8	4	4	4
	99 *40% reduction in students not proficient or advanced in Math per grade and overall school*				7 *10% of students in warning move into needs improvement in Math per grade and overall by school*				20 *10% of students in proficient move into advanced in Math per grade and overall per school*			

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Here are some examples for tracking student data that could be helpful resources:

- *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*
- *Tracking proficiency levels on unit assessments by grade level or classroom*
- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

You can find data wall systems online, for example:

- *Photos and samples: http://www.teachthought.com/teaching/what-a-data-wall-looks-like/*
- *DESE guidance, see section 6.2.2T) http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf*

Lincoln School continues to strengthen a collaborative and accountable culture of using data to make instructional decisions and improve instructional practices.

In order to track progress toward goals, Lincoln will utilize STAR and DIBELS progress monitoring features with fidelity in 2-4 week cycles. The data obtained will be analyzed during administrative directed professional development sessions and used to determine reteach plans, student grouping, and targeted standards driven RTI planning. Additionally, the collaborative data cycle will be used throughout the school year on a weekly basis as a means to continuously track student progress and instructional needs.

Lincoln School will continue in its third year of using data walls to create a visual representation of data. In addition to school wide data boards and classroom data boards, Lincoln School has created grade level data boards to track data as a grade level, this data is collected by the grade level team, making it meaningful to grade level teachers and teams. Grade level data boards are an essential component of our RTI process and are utilized to determine initial placement in RTI groups, growth with RTI groups, and overall student proficiency as a direct result of the RTI process. The interactive and portable data wall contains data that is updated and manipulated after each benchmark assessment, making the data wall a living display. These data walls are utilized during administrative directed professional developments sessions, data meetings, TCT, and SILT. In order to make informed decisions regarding student placement in RTI groups and classroom teacher guided small groups, we will continue to identify students on data boards based on proficiency levels, EL status, and special education status This will ensure we are looking at the whole student and provide them with targeted instructional based on data driven needs and individual student needs.

This school year, Lincoln has added Looking at Student Work as an essential component of our data collection as a means to track progress toward our school goal. Lincoln has adopted a LSW protocol that is employed during a weekly administrative directed professional development session. Grade level teams generate a small sample set of student work as a representation of a much larger group (whole grade) with the purpose of determine common trends that will inform instructional decisions.
Additionally building administration is collecting student work to determine level of rigor within the assignment/assessment itself and the quality of student work that is produced.

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

Instructions: *School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improve student outcomes.*

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change. Not every objective may be a focus area for every school. The district's four objectives are outlined on page 3.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- *PARCC/MCAS item analysis, if available*
- *Final exams*
- *DIBELs*
- *Galileo*
- *Formative assessments*
- *Examples of student work*

Instructional data:

- *Observation data on curriculum and instruction*
- *Feedback to teachers*

Student indicator data:

- *Student attendance*
- *IEPs and 504s*
- *Disciplinary data*
- *SPED referrals*
- *Graduation/dropout data*
- *Intervention data*
- *Mobility*
- *Course failures*

Teacher data:

- *Teacher attendance*
- *Teacher evaluations*
- *Tiering of teachers*
- *TELL Massachusetts survey*

(a) What progress did your school make last year in student learning?

Lincoln ended last year school moving from the 8th percentile of overall statewide performance to the 10th percentile- a small step forward. Spring 2015 PARCC results showed Lincoln with an overall ELA proficiency rate of 42% compared to the state average of 60%, and warning rate of 8% compared to the state average of 6%. In Mathematics, the overall proficiency rate was 38% with a state average of 54%, and a warning rate of 5% with a state average of 5%. The SGP in ELA was in the 51st percentile of growth respectively and for math was in the 49th percentile. For this year's PARCC results, Lincoln posted a 35% ELA proficiency rate (-7) and a 30% proficiency rate in mathematics (-8). Both ELA and math showed a decline in performance. This leaves only a third of students on grade level in both literacy and mathematics. Student growth also saw a decrease this year. ELA dropped from the 51rd SGP percentile to the 31st percentile (-20). Mathematics decreased from the 49th percentile to the 35th (-14). Lincoln has been fluctuating up and down in its overall percentile for the past few years from 13 to 8 to 10 to 8.

In reviewing ELA PARCC cohort data:

- The percentage of students scoring at Level 1 in Grade 3 last year to Grade 4 this year decreased slightly with 13% of the students scoring at Level 1 last year in Grade 3 and 11% scoring at Level 1 in Grade 4.
- Performance was flat and virtually the same from Grade 4 last year to Grade 5 this year in the percentage of students scoring at Level 1 moving from 3% in Grade 4 to 4% in Grade 5.

- There was a decrease in the percentage of students attaining proficiency and above proficiency in noting a decrease in the percentage of students (40%) at Level 4 and 5 from last year in Grade 3 to 29% this year in Grade 4 – an 11-pt percentage decrease.

- There was a decrease in the percentage of students attaining proficiency and above proficiency at Level 4 and 5 from Grade 4 last year (51%) to 41% this year in Grade 5 – a 10 percentage pt. decrease.

In reviewing ELA proficiency levels:

- Performance decreased in the percentage of Grade 3 students scoring at the proficiency level this year (Level 4 and 5) as compared to last from 40% to 34% (-6) with zero students in advanced.

- There was a drop in the percentage of Grade 4 students attaining proficiency this year (Level 4 and 5) from 51% to 29% this year (-22).

- Performance showed an increase in Grade 5 students attaining proficiency (Level 4 and 5) from 36% last year to 41% this year (+5).

In reviewing Math cohort data:

- There was a significant increase from Grade 3 last year to Grade 4 this year in the percentage of students scoring at Level 1 increasing from 5% last year (Grade 3) to 12% this year (Grade 4) – a 7 pt. increase.

- There was also an increase from Grade 4 last year to Grade 5 this year in the percentage of students scoring at Level 1 from 3% (Grade 4) to 7% this year (Grade 5) – a 4 pt. increase.

- Performance saw a significant decrease in the percentage of students attaining proficiency and above proficiency at Level 4 and 5 and from Grade 3 last year (37%) to 22% this year in Grade 4 – a 15 pt. decrease.

- Performance saw a significant decrease in the percentage of students attaining proficiency and above proficiency at Level 4 and 5 and from Grade 4 last year (45%) to 33% this year in Grade 5 – a 12 pt. decrease.

In reviewing Math proficiency levels:

- There was a slight decrease in the percentage of Grade 3 students scoring at the proficiency level this year (Level 4 and 5) from 37% to 35% (-2).

- There was a dramatic decrease in the percentage of Grade 4 students attaining proficiency this year (Level 4 and 5) from 45% to 22% (-23).

- There was a slight increase in Grade 5 students attaining proficiency this year (Level 4 and 5) from 31% to 33% (+2).

<u>ELA Assessments</u>

<u>ELA EOY Galileo Data shows:</u>

Grade 2 increased 6 percentage points in proficiency between BOY and EOY (57-53-63). District proficiency was 55%. The EOY proficiency this year (63%) is higher than the 2014-15 proficiency of 56%.

Grade 3 decreased 2 percentage points in proficiency between BOY and EOY (38-39-36) and this is considerably lower than the district average at 53%. The EOY proficiency this year (36%) is lower than the EOY 2014-15 proficiency from last year (46%).

Grade 4 decreased 6 percentage points reaching an EOY proficiency of 49% (55-42-49). District proficiency was 59%.

Grade 5 increased 9 percentage points reaching an EOY proficiency of 62% (53-55-62). District proficiency was at 55%. The 2014-15 EOY proficiency was at 47% with little gain noted last year between BOY and MOY (41-43-47).

Math EOY Galileo Data shows:

Grade 2 increased between BOY and EOY with a 32 point-gain (39-59-71). Grade 2's EOY was even with the district average of 72% and was higher than the 2014-15 EOY proficiency of 60%.

Grade 3 increased 14 percentage points between BOY and EOY (36-36-50) achieving 50% proficiency at EOY. This was below the district average of 70% and below the 2014-15 proficiency of 67%.

Grade 4 increased 10 percentage points between BOY and EOY (31-37-41) achieving 41% proficiency at EOY which is below the district average of 56% but considerably lower than the 2014-15 EOY proficiency of 56%.

Grade 5 increased 20 percentage points between BOY and EOY (27-15-47) with an EOY proficiency at 47%. This is a decrease from last year's EOY proficiency rate of 53%. District proficiency was 53% this year.

ACCESS data indicates that out of 127 identified ELL students with 36% taking ACCESS for the first time, .7% more students (1) declined one level in English proficiency than last year. Fifteen point 5 percent (15.5%) remained at the same level compared to last year moving from 6 students last year to 58 students this year. Seven percent (26%) more students increased one level of proficiency this year (increasing from 4 students last year to 40 students this year) and 11% more students increased two levels of proficiency (from 2 students to 18 students). More ELL students showed readiness to exit ESL services moving from 0 students last year to 14 students this year. Lincoln's expected ACCESS SGP was 60. Lincoln scored in the 70^{th} percentile for ACCESS (+10)

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Lincoln data indicated that understanding text deeply is the largest area of concern for all Lincoln students K-5 with a specific focus on responding in writing to complex text in grades 3-5. This will continue to be our primary focus area, reading to know and writing to show.

In order to better understand the areas of high urgency that contributed to our primary focus area, the Lincoln School Instructional Leadership Team (SILT) conducted both an item analysis of the various data and created crosswalks of priority standards per grade level. We found that Lincoln Students grades K-5 continue to struggled with:

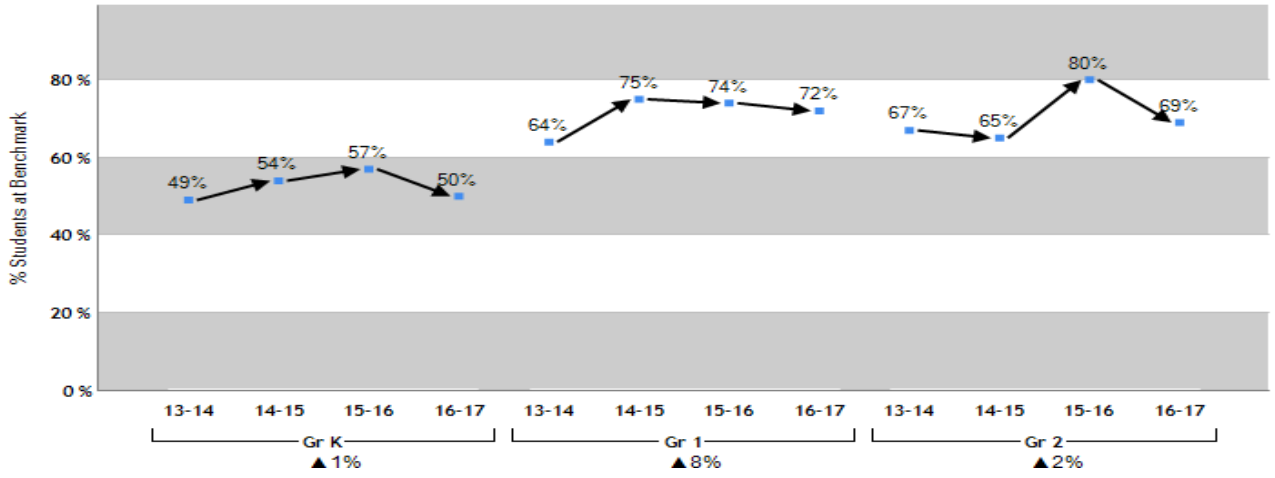
- Locating details in the text to support evidence of a claim
- Determine or clarify the meaning of words and phrases as they are used in the text (vocabulary)
- Questions requiring students to interpret the text for meaning (inference)
- Comparing and contrasting text by making connections to the text
- Demonstrating understanding of a text, referring explicitly to text structure
- Demonstrate routine and genre writing in order to build content knowledge and opportunities for reflection

This suggests that students struggle with understanding text deeply and responding both orally and in writing to complex text.

Data reviews and classroom observations indicate that understanding text deeply and responding to text both orally and in writing are still being developed and not consistently proficient across all classrooms. Students are being asked higher order thinking questions that build upon text comprehension and contribution in understanding text deeply, however HOT questions are still being presented in isolation and often do not carry over into subsequent questions and/or discussions. Additionally HOT questions are seldom observed in student assessments specifically when responding to complex text. Through ongoing professional development on this topic, improvements have been observed, but it still remains an area of need.

Similarly, beginning of year DIBELS data suggests that students in grades K-2 are not reading with sufficient accuracy and fluency to support comprehension. This fundamental skill directly correlates to students in later grades having difficulty understanding text deeply.

Chart represents a 4 year BOY view of students at benchmark in grades K-2:



Section 3. Develop strategies/actions to address focus areas

Instructions: *Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.*

Once you have developed these focus areas, identify one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults' actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

Primary Focus Area:

- Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).

2-3 Secondary Focus Areas:

- Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.
- Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor.
- Build upon effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies.

#1 Primary Focus Area: Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).

Activities	Person(s) Responsible	By when:
Provide school wide professional development opportunities for K-5 staff on routine and genre writing in order to build content knowledge and opportunities for reflection	Administrators	▪ 7 per year ✓ September 14, 2016 ✓ November 9, 2016 ✓ February 1, 2017 ✓ March 8, 2017 ✓ April 12, 2017 ✓ May 10, 2017 ✓ June 1, 2017
Conduct a 6-8 classroom observations per week to ensure rigorous instruction with an emphasis on comprehension strategies and tasks using the rigor rubric/collect student work samples (LASW)	Administrators	Weekly August 30th, 2016- June 2017
Based on classroom observations, provide timely growth producing feedback with a focus on accessing complex text through increased higher level comprehension	Administrators	Weekly August 30th, 2016- June 2017
Identify students who did not meet proficient and advanced levels using 2016 BOY STAR and DIBELS data	Grade Level Teams Administrator	October 2016

and use this data to create 40% reduction groups.		
Implement RTI for students who have been identified through Reading Street baseline assessments, STAR assessments, progress monitoring, and classroom data as needing small group interventions	Classroom Teacher SPED Teacher Reading Specialist ESL Teacher TLS	September 19, 2016-June2017
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during literacy instruction in core and intervention periods every week and following classroom observations to measure progress by following the "Looking at Student Work Protocol" during administrative directed professional development	Administrator Grade Level Teams TCTs	September 19, 2016-June2017

#2 Secondary Focus Area: Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.

Activities	Person(s) Responsible	By when:
Strategically identify 40% of students who have been identified as needing intensive support and assign to the appropriate intervention group based on DIBELS and Baseline data	Classroom Teacher Reading Specialist Administrator	October 2016
Develop action plans for intensive and strategic students through small group teacher guided instruction	Classroom Teacher TLS TCT's	September 30, 2015-June 17, 2016
Implement RTI for students who have been identified through Reading Street baseline assessments, DIBELS assessments, progress monitoring, and classroom data as needing small group fluency and phonemic awareness interventions	Classroom Teacher Reading Specialist Administrator	September 19, 2016-June2017
Progress monitor intensive students in a ten day cycle and strategic students in a twenty day cycle utilizing the DIBELS progress monitoring tool	Classroom Teacher SPED Teacher TLS	Follow district assessment calendar
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during literacy instruction in core and intervention periods every week and following classroom observations to measure progress by following the "Looking at Student Work Protocol" during administrative directed professional development	Administrator Grade Level Teams TCTs	September 19, 2016-June2017
Move students in and out of RTI groups based on a 6 week RTI progress monitoring and intervention cycle	Classroom Teacher Reading Specialist Administrator	Quarterly based on DIBELS calendar

#3 Secondary Focus Area: Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor.

Activities	Person(s) Responsible	By when:
Support teachers in developing rigorous math lessons that focus on conceptual understanding utilizing the Envisions Math program as an instructional resource by providing ongoing professional development during administrative directed Professional Development.	Administrators	September 19, 2016-June2017
Conduct a minimum of 2-4 classroom visits per week to ensure rigorous instruction with an emphasis on conceptual understanding of math/collect student work samples (LASW)	Administrators	Weekly September 12, 2016-June2017
Collect and review samples of students work during math instruction in core and intervention periods weekly and following classroom observations to measure progress by following the "Looking at Student Work Protocol" during administrative directed professional development	Administrators Grade Level Teams TLS SILT	October 2015-June 2016

#4 Secondary Focus Area: Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies.

Activities	Person(s) Responsible	By when
Review Spring 2016 Staff and Family Surveys to identify specific concerns on effective school and classroom management.	Administration	August 2016
Reestablish a school based PBIS team to review, edit, and implement PBIS handbook, strategies and codes of conduct at Lincoln.	Administration PBIS Team	August 2016
Present PBIS handbook and codes of conduct at September PD.	Administration	August 29, 2016
Review referral process, reward systems, and reflection guides with staff during a monthly staff meeting.	Administration	August 29-ongoing
In classrooms, review schoolwide and classroom behavioral expectations frequently and when applicable	Teachers PBIS Team	August 30-ongoing
Schoolwide PBIS Kick-Off assembly	Administration PBIS Team	September 26th, 2016
Meet with PBIS Team bi-monthly to review PBIS effectiveness and develop additional action plans	Administration PBIS Team	November 2016 January 2017 March 2017 May 2017
PBIS Booster Assembly	Administration PBIS TEAM	February 2017

(b) How will you measure student progress along the way? Please list at least <u>one</u> way you will measure <u>student progress</u> by November 1, February 1, and May 1.

	Benchmark
What I will see in <u>Nov. 1</u> to know that students are on track to meet the	**We will see classroom instruction being driven by:** ***CC Readiness weekly test (Reading Street)**

end-of-year goal	***Envisions placement tests** ***DIBELS (Progress Monitoring)** *** STAR (BOY)** ***End of Unit Writing Samples (narrative)**
What I will see in <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	**We will see classroom instruction being driven by:** *** CC Readiness Weekly test (Reading Street)** ***Envisions unit assessments** ***STAR/DIBELS Progress Monitoring** ***DIBELS (MOY)** ***STAR (MOY)** ***End of Unit Writing Samples**
What I will see in <u>May 1</u> to know that students are on track to meet the end-of-year goal	**We will see classroom instruction being driven by:** ***CC Readiness weekly tests (Reading Street)** ***Envisions unit assessments** ***DIBELS (Progress Monitoring)** ***STAR (Progress Monitoring)** ***End of Unit Writing Samples**

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

Instructions: *Identify 2-3 instructional focus areas that are aligned to your school's SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Primary Focus Area Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).	Teachers • Use visual representations in guided instruction • Check for understanding several times during each lesson • Use will use the LASW protocol to determine student areas of need and growth • Teachers will develop writing units of study that correlate to the district writing plan • Use SEI vocabulary strategies to support ELL students Students ○ Students will use various visual representations to show understanding ○ Students will be able to respond to complex text orally and in writing ○ Students will write daily to include but not limited to,	*Teachers utilize comprehension strategies daily. These include: • Anchor charts • Graphic organizers • Close reading • Reciprocal teaching • Three column notes • Accountable talk • Think, Pair, Share *Teachers can and will model various comprehension strategies and lead/model daily writing	* Teachers will release responsibility to the students by having them create visual representations that could be used in subsequent lessons/activities independently. *Teachers will use SEI strategies in order to have ALL students become active participants in the lesson *Teachers will use varied checks for understanding to inform instruction

	constructed response, text dependent answers, build content knowledge, reflection, and genre writing		
Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor	Teacher • Teacher will use Envisions Math to teach conceptual math understanding • Teacher will use daily data driven differentiated instruction • Teacher will use CCSS domains to cover appropriate highly focused topics Students: ○ Begin to understand big ideas when thinking about math conceptually ○ Use math manipulatives to transfer understanding of math concepts ○ Students will use visual representations to develop concepts and improve understanding	*Teachers use planning time to plan rigorous lessons *Teachers use data to drive instruction *During SILT and TCT time, teacher unpack CCSS domains to develop highly effective lessons	*Begin to teach math using more conceptual methods and less procedural methods *Model think alouds to bridge comprehension strategies in math

Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies	Teacher • Teachers will utilize PBIS strategies • Teachers will use agreed upon reflection forms and school behavioral referral forms consistently Students: ○ Follow agreed upon school rules ○ Earn blue tickets for good behavior ○ Be able to model school rules	*Teacher communicate with parents regularly *Teachers create a safe learning environment in which students are able to take academic risks *Teachers celebrate success regularly	*Communicate with parents about the positive choices their children are making at Lincoln *Hold students accountable for not following Lincoln rules through the use of reflection forms *Use PBIS strategies to reduce classroom behaviors *Use behavior incentive appropriately

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.
This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).		
Instructional strategies:	Developing Effective Classroom Practices for Reading and writing Comprehension	**Approximate dates:**	September 5th 2016-June2017
Meeting	**Learning objectives for teachers**		**Support needed**
Tuesday Administrative Directed Professional Development (September 5th, 2016-June 2017)	Collaborative Data Cycle- Teacher will be able to work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that such systematic, collaborative work will increase student learning.		Collaborative Data Cycle Model/Video
Wednesday Administrative Directed Professional Development (September 5th, 2016-June 2017)	Looking at Student Work- Teachers will be able to use the Looking at Student Work Protocol as a tool to guide grade level teams in discovering what students understand and how they are thinking.		LASW Protocol
Thursday Administrative Directed Professional Development (September 5th, 2016-June 2017)	Response to Intervention (**RTI**)-Teachers will be able to use a multi-tier approach to the early identification and support of students with specific standards focused needs.		Reading Specialist
After School PD (7 per year) ✓ September 14, 2016 ✓ November 9, 2016 ✓ February 1, 2017 ✓ March 8, 2017 ✓ April 12, 2017 ✓ May 10, 2017	District Writing Guides Introduction and Implementation: • Routine Writing • Responding to text • Genre Writing		District Writing Guides for teachers

Focus area 2:	Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.		
Instructional strategies:	Instructional grouping based on data	**Approximate dates:**	August 2015-June 2016

Meeting	**Learning objectives for teachers**	**Support needed**
August 29, 2016	K-2 DIBELS reports review	TLS
October 27, 2016 (district PD)	DIBELS RTI grouping using progress monitoring reports and MyDIBELS RTI (AMPLIFY) introduction	TLS
November-June 2017 Bi-monthly	During Admin Directed PD, teachers will group students using progress monitoring reports and MyDIBELS RTI (AMPLIFY)	

Focus area 3:	Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor		
Instructional strategies:	Instructional grouping based on data	**Approximate dates:**	August 2015-June 2016

Meeting	**Learning objectives for teachers**	**Support needed**
August 29, 2016 (district PD)	Introduction to STAR math assessment	District Support Math Director
October 27, 2016 (district PD)	Introduction to STAR progress monitoring	District Support Math Director
January 23, 2017 (district PD)	Follow up on Envision Math Training year 2 in review Support teachers on program	District Support Math Director

Focus area 4:	Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies

Instructional strategies:	Positive Behavior Intervention Strategies (PBIS)	**Approximate dates:**	September 5 – June 2017
Meeting	**Learning objectives for teachers**		**Supports Needed**
August 29, 2016 District PD	Reintroduce the PBIS system to the school faculty		
October 2016 Staff Meeting	Discuss the managerial components of the Lincoln PBIS system, share what is working. Share strategies to encourage positive behaviors using PBIS and Reward systems for PBIS		
April 2017 Staff Meeting	Looking at behavioral data, behavior logs, and behavior plans, Lincoln staff will collaborate to make adjustments to the Lincoln PBIS system		Lincoln SAC to share data on behavior
October-June 2017 Bi-monthly	Meet with PBIS Team to discuss strengths and weakness within the program, make adjustments, and decide on incentives.		