**Lincoln MS**  
CSI School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Lincoln MIddle School | | 113364002 |
| **Address 1** | | |
| 1001 Lehigh Ave | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | Pennsylvania | 17602 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Keith Miles, Jr. | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Ryan Schlinkman | | |
| **Principal Email** | | |
| rrschlinkman@lancaster.k12.pa.us | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6187 | | 27510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Gregory M. McGough, Ed.D., CSIS | | gregory\_mcgough@iu13.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Ryan Schlinkman | Principal | School District of Lancaster | rrschlinkman@sdlancaster.org |
| Ann Fesenmyer | Instructional Coach | School District of Lancaster | atfesenmyer@sdlancaster.org |
| Karyn Harnish | Teacher | School District of Lancaster | keharnish@sdlancaster.org |
| Heather Smith | Parent | School District of Lancaster | hsmith87@hotmail.com |
| Kelvin Sensenig | Teacher | School District of Lancaster | kwsensenig@sdlancaster.org |
| Jamie Showers | SFRS | School District of Lancaster | jlshowers@sdlancaster.org |
| Julie Williams | Teacher | School District of Lancaster | jrwilliams@sdlancaster.org |
| Kristen Houtz | ESS | School District of Lancaster | kmhoutz@sdlancaster.org |
| Nyeasha Salim | Principal | School District of Lancaster | nrsalim@sdlancaster.org |
| Josh Keene | District Level Leaders | School District of Lancaster | jjkeene@sdlancaster.org |
| Dr. Keith Miles, Jr. | Chief School Administrator | School District of Lancaster | keithmiles@sdlancaster.org |
| Gregory M. McGough, Ed.D., CSIS | Education Specialist | IU13 | Gregory\_McGough@iu13.org |
| Erin Coble-Sullivan | Teacher | School District of Lancaster | ercoblesullivan@sdlancaster.org |
| Brooke Gilson | Teacher | School District of Lancaster | bjgilson@sdlancaster.org |
| Michael Regan | Teacher | School District of Lancaster | mtregan@sdlancaster.org |
| Quentin Smith | Student | School District of Lancaster |  |
| Shelby Cunningham | Principal | School District of Lancaster | slcunningham@sdlancaster.org |
| Lakeesha Lukes-Woodard | Community Member | School District of Lancaster | lnlukes@sdlancaster.org |

# Vision for Learning

**Vision for Learning**

Lincoln Middle School Students are prepared, empowered and inspired to reach their full potential and contribute as respectful, responsible citizens of our global society.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **True** 6 |
| **True** 7 | **True** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| PSSA Math(70.8) | All student group Meets the Standard Demonstrating Growth |
|  |  |
|  |  |
|  |  |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%) | American Reading Company (ARC) Coaching 10 times per year ARC implementation for 7th and 8th grade Intervention period ARC is working where Co-teaching is in place |
| PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%) | Theory of Action (TOA) will drive the intensive grouping and support. More teachers are working with Small Group Instruction More teachers are co teaching intensive classes |
| PSSA - ELA--All Student Group Did Not Meet the standard demonstrating growth(60%) | Teachers are in the 2nd year of implementing ARC during the intensive period. |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  PSSA - Students with Disabilities met or exceeded Statewide Goal increase in performance from previous year  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%) |
| **Indicator**  PSSA - ELA 58.6% of our 2 or more races  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  The Two or More Races sub group met or exceeded the Interim Target and increased performance from the 22-23 school year. (57.1%-58.6%) |
| **Indicator**  PSSA - ELA 57.7% of our Asian outperformed our all group(35%)  **ESSA Student Subgroups**  Asian (not Hispanic) | **Comments/Notable Observations**  Exploration as to why Asian sub-group out performs the All group |
| **Indicator**  PSSA - ELA 61.8% of our white group outperformed our All group  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  White group doubled the score from All group proficiency( 35%) |

### Challenges

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| --- | --- |
| **Indicator**  PSSA - ELA 1.4%% of the English Learner subgroup scored proficient or advanced  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  This group decreased significantly from the prior year |
| **Indicator**  PSSA - ELA--2.5% of the Students with Disabilities subgroup scored proficient or advanced  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  This group decreased from prior year |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  PSSA - Math-- 8.1% of English Learners scored Proficient or Advanced  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  This is a decrease from 22-23 |
| **Indicator**  PSSA-ELA--25% of Black Subgroup scored Proficient or Advanced  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  This sub group is still well below target, however, they did not meet the performance goal, but they are trending upward from 22-23 school year |
| **Indicator**  PSSA-ELA--33.2% of Economically Disadvantaged Subgroup scored Proficient or Advanced  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  ED sub group decreased performance from 22-23 |
| **Indicator**  PSSA-MATH--2.9% of Black Subgroup scored Proficient or Advanced  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  This sub group is still well below and have decreased their performance goal from the 21-22 school year |
| **Indicator**  PSSA - ELA 29% of Hispanic students underperformed the All group (35%)  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  Exploration as to why Hispanic group historically underperforms our All group |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| All student group Meets the Standard Demonstrating Growth(70%) |
| The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%) |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%) |
| PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%) |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Renaissance STAR ( 37+-% of students who are proficient or advanced) | score is based on average of 6-8th grade MP 3 overall score |
| Renaissance STAR- 47.3% of sixth graders are on target for demonstrating one year's growth | Evidence provided from STAR Assessment Quarter 2 |
| Renaissance STAR- 53% of seventh graders are on target for demonstrating one year's growth | score is based on average of 6-8th grade MP 3 overall score |
| Renaissance STAR- 56% of eighth graders are on target for demonstrating one year's growth | Evidence provided from STAR Assessment Quarter 2 |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Students in 7th and 8th grade continue to increase proficiency scores on the Renaissance STAR ELA Assessment. 8th grade exceeded their end of the year benchmark |
| White Sub group has increased PSSA proficiency level higher than pre-Covid (56.5% to 61.8%) |
| 2 0r more Races Sub group has increased PSSA proficiency level higher than pre-Covid (44.7% to 58.6%) |

### Challenges

|  |
| --- |
| Students struggle with grade level texts |
| Vocabulary is limited which interferes with comprehension |
| Renaissance STAR ( 37+-% of students who are proficient or advanced) End of the year benchmarks were not met by the 6th and 7th grade students |
| 6th grade students benchmark proficiency levels decreased with each STAR Assessment |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Renaissance STAR- 54% of eighth graders are on target for demonstrating one year's growth | Evidence provided from STAR Assessment Quarter 2 |
| Renaissance STAR- 55% of seventh graders are on target for demonstrating one year's growth | Evidence provided from STAR Assessment Quarter 2 |
| 66% of seventh graders are on target for demonstrating one year's growth | Evidence provided from STAR Assessment Quarter 2 |

## Mathematics Summary

### Strengths

|  |
| --- |
| Math teachers identified learner center problems and then IU worked with school to provide PD for implementation |
| District has a comprehensive Math Curriculum that is being implemented with fidelity |
| Theory of Action Committee has been meeting to establish consistent guidelines for intervention |
| Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee |

### Challenges

|  |
| --- |
| Many students have a learning gap of more than 2 years |
| Teachers are learning their new curriculum |
| Teachers are learning how to conduct small groups |
| Teachers are co-teaching in order to have remediation and enrichment with their students |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| No data sets available | NA |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| No data sets available |

### Challenges

|  |
| --- |
| No data set available |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Xello-- 99.1 % of students had career readiness indicators | Electronic format for students to explore colleges, careers, and their interests. Increases self knowledge and life skills. |
| Student work samples | Students in grades 6-8 have a college and career readiness portfolio. |
| YES Day (School wide career day) | Students were able to meet CEW standards in grades 6-8. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Using technology to explore careers and colleges. (students are 1 to 1 with technology) |
| Students on field trips to explore local colleges and businesses. |
| "YES Day" has a positive impact on student awareness. |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Staff buy in an implementation of the curriculum. |
| Xello is not at the appropriate level for our ELL and special education students. |

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| NA |
|  |
|  |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| NA |
|  |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Exemplary |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Emerging |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Operational |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices \* |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school \* |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Align curricular materials and lesson plans to the PA Standards \* |
| Implement evidence-based strategies to engage families to support learning |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| All student group Meets the Standard Demonstrating Growth(70%) | False |
| The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%) | False |
| Students in 7th and 8th grade continue to increase proficiency scores on the Renaissance STAR ELA Assessment. 8th grade exceeded their end of the year benchmark | False |
| Math teachers identified learner center problems and then IU worked with school to provide PD for implementation | True |
| District has a comprehensive Math Curriculum that is being implemented with fidelity | True |
| Theory of Action Committee has been meeting to establish consistent guidelines for intervention | True |
| White Sub group has increased PSSA proficiency level higher than pre-Covid (56.5% to 61.8%) | False |
| 2 0r more Races Sub group has increased PSSA proficiency level higher than pre-Covid (44.7% to 58.6%) | False |
| No data sets available | False |
| Students on field trips to explore local colleges and businesses. | False |
| "YES Day" has a positive impact on student awareness. | False |
| "YES Day" has a positive impact on student awareness. | False |
| Using technology to explore careers and colleges. (students are 1 to 1 with technology) | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices \* | False |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school \* | False |
|  | False |
| Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee | True |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | True |
| NA | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%) | True |
| PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%) | True |
| Students struggle with grade level texts | False |
| Many students have a learning gap of more than 2 years | False |
| Teachers are learning their new curriculum | False |
| Teachers are learning how to conduct small groups | False |
| Renaissance STAR ( 37+-% of students who are proficient or advanced) End of the year benchmarks were not met by the 6th and 7th grade students | False |
| 6th grade students benchmark proficiency levels decreased with each STAR Assessment | False |
| Staff buy in an implementation of the curriculum. | False |
| Xello is not at the appropriate level for our ELL and special education students. | False |
| Align curricular materials and lesson plans to the PA Standards \* | False |
| Implement evidence-based strategies to engage families to support learning | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| No data set available | False |
| Teachers are co-teaching in order to have remediation and enrichment with their students | False |
| Vocabulary is limited which interferes with comprehension | False |
| NA | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

When reviewing data it is evident that strengthening core instruction and implementing a tiered support system is necessary in order to strengthen student performance and promote student growth and achievement.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%) | Reading comprehension continues to be a major focus for our improvement efforts | True |
| PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%) | Math Problem Solving continues to be a major focus for our improvement efforts | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Math teachers identified learner center problems and then IU worked with school to provide PD for implementation | Math teachers have attended PD at the IU that introduces Problem Solving strategies and have been applying their learning in the classroom. |
| District has a comprehensive Math Curriculum that is being implemented with fidelity | Teacher are on their second year of implementation |
| Theory of Action Committee has been meeting to establish consistent guidelines for intervention | Guidelines for Intervention have bee uploaded into the Comprehensive Middle School Math folder and a Math Interventionist position has been posted. |
| Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee | Resources for Intervention have been provided to all Math teachers |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | The TSTL position has been implementing Restorative Practices and providing PD |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy. ( Reading Comprehension) |
|  | IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in mathematics.(Problem Solving) |

# Goal Setting

## Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy. ( Reading Comprehension)

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 45% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA - 6th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 36% of sixth-grade students will score proficient or advanced on the STAR reading assessment | By December 30, 2024, 39% of sixth-grade students will score proficient or advanced on the STAR reading assessment | By March 30, 2025, 42% of sixth-grade students will score proficient or advanced on the STAR reading assessment | By June 30, 2025, 45% of sixth-grade students will score proficient or advanced on the STAR reading assessment |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 43% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA - 7th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 36% of seventh-grade students will score proficient or advanced on the STAR reading assessment. | By December 30, 2024, 38% of seventh-grade students will score proficient or advanced on the STAR reading assessment. | By March 30, 2025, 40% of seventh-grade students will score proficient or advanced on the STAR reading assessment. | By June 30, 2025, 43% of seventh-grade students will score proficient or advanced on the STAR reading assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 45% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA - 8th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 38% of eighth grade students will score proficient or advanced on the STAR reading assessment. | By December 30, 2024, 40% of eighth-grade students will score proficient or advanced on the STAR reading assessment. | By March 30, 2025, 42% of eighth-grade students will score proficient or advanced on the STAR reading assessment. | By June 30, 2025, 45% of eighth-grade students will score proficient or advanced on the STAR reading assessment. |

## Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in mathematics.(Problem Solving)

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 30% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math - 6th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 24% of sixth grade students will score proficient or advanced on the STAR Math assessment. | By December 30, 2024, 26% of sixth grade students will score proficient or advanced on the STAR Math assessment. | By March 30, 2025, 28% of sixth grade students will score proficient or advanced on the STAR Math assessment. | By June 30, 2025, 30% of eighth grade students will score proficient or advanced on the STAR reading assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 30% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math - 7th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 24% of seventh grade students will score proficient or advanced on the STAR Math assessment. | By December 30, 2024, 26% of seventh grade students will score proficient or advanced on the STAR Math assessment. | By March 30, 2025, 28% of seventh grade students will score proficient or advanced on the STAR Math assessment. | By June 30, 2025, 30% of seventh grade students will score proficient or advanced on the STAR Math assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math - 8th grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By September 30, 2024, 24% of eighth grade students will score proficient or advanced on the STAR Math assessment. | By December 30, 2024, 26% of eighth grade students will score proficient or advanced on the STAR Math assessment. | By March 30, 2025, 28% of eighth grade students will score proficient or advanced on the STAR Math assessment. | By June 30, 2025, 30% of eighth grade students will score proficient or advanced on the STAR Math assessment. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| ELA - 6th grade | ELA - 7th grade |
| ELA - 8th grade | Math - 6th grade |
| Math - 7th grade | Math - 8th grade |

## Action Plan For: Assist students in monitoring and reflecting on the problem solving process

|  |
| --- |
| **Measurable Goals:** |
| * By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 2025, 30% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. * By June 2025, 30% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide students with problem solving prompts to monitor and reflect using the Problem Solving Strategies | | 2024-08-26 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Teachers | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Use student thinking and student discourse to drive instruction. | | 2024-08-26 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Teachers | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer quarterly assessments | | 2024-08-26 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| PLC/DDI discussion of formative student work, common assessments and instructional shifts. | | 2024-09-05 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Ryan Schlinkman | EBS Packet STAR IXL IXL Common Assessments PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy. | | 2024-08-26 | 2024-12-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Matt Mandell/ Adam Hess | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| PD on alignment docs and resources. | | 2024-08-13 | 2024-09-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Ryan Schlinkman/Adam Hess | EBS Packet STAR IXL PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The completion of action steps and impact of the strategy will be monitored with the leadership team. | | 2024-08-30 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/Gregg McGough | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide Professional Development for with emphasis on Evidence-Based Strategies | | 2024-09-26 | 2025-03-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Gregg McGough/Kristina Fulton | EBS Packet STAR IXL Supplies for PD PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct 1:1 Student Conferencing and small group instruction | | 2024-09-20 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/Teachers | EBS Packet STAR IXL Instructional Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Daily- local award systems for students who attend regularly Monthly- School Based team will track the Chronically Absent students and make contact home to parents and caregivers | | 2024-09-02 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jamie Showers/Teachers | EBS Packet STAR IXL Home School Visitor PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Host Tier 2 and Tier 3 meetings with CA students | | 2024-09-02 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Melissa Ramos/Beth Coder/Alyssa Laughner/ Jamie Showers | EBS Packet STAR IXL Home School Visitor PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Building will monitor the implementation of the plan through monthly and quarterly routines. | | 2024-08-26 | 2025-06-26 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/ Gregg McGough | EBS Packet STAR IXL PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| PLC/DDI discussion of formative student work, common assessments and instructional shifts. | | 2024-12-05 | 2025-01-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer | EBS Packet STAR IXL Student work Common Assessments PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| PLC/DDI discussion of formative student work, common assessments and instructional shifts. | | 2025-03-01 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/teachers | EBS Packet STAR IXL Student work Common Assessments PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| PLC/DDI discussion of formative student work, common assessments and instructional shifts. | | 2025-05-09 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer | EBS Packet STAR IXL Student work Common Assessments PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals | | 2024-09-05 | 2024-10-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers | EBS Packet STAR IXL PD Student work | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals | | 2024-11-01 | 2024-12-20 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers | EBS Packet STAR IXL PD Student work | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals | | 2025-01-02 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers | EBS Packet STAR IXL PD Student work | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals | | 2025-03-06 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers | EBS Packet STAR IXL PD Student work | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 100% of Math general education teachers will implement the Evidence-Based Strategies 100 % of Math core content teachers will collect and use student evidence of problem solving 100% of eligible students will take quarterly assessments 75% of PLCs will report instructional shifts Short term- Monthly review CA students Mid-Term-Quarterly- Tracking of CA students and impact on students Evidence of 1:1 student conferencing documentation. | \*The plan and its implementation shall be regularly monitored as required by ESSA 1114 (b) (3) People: Implementation Team Frequency: Bi-Weekly, Monthly, & Quarterly Routines to Review plan Implementation \*Method: Bi-Weekly Tracking Sheet, Monthly, and Quarterly Agendas and Data Tables. \*Sharing Walkthrough data with teachers during monthly PLC Data meetings - Monthly Data Team meetings with Content, Quad, Grade Level using assessment data and classroom data using Data CODE Form to track implementation |

## Action Plan For: Routinely use a set of comprehension-building practices to help students make sense of a text

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| --- |
| **Measurable Goals:** |
| * By June 2025, 45% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 2025, 43% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. * By June 2025, 45% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ongoing Professional development of purposeful planning on literacy resource | | 2024-08-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Brian McDonald, Liz Graham, Ann Fesenmyer | EBS Packet STAR IXL Supplies PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer Common Assessments and use data to inform instruction | | 2024-09-13 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer,teachers | EBS Packet STAR | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| During DDI PLCs, analyze Common Assessment data and instructional shifts | | 2024-09-05 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, teachers | EBS Packet STAR IXL | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Increased accountability for implementation of Evidence-Based Strategies through walkthrough evidence | | 2024-10-16 | 2025-04-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Brian McDonald, Ann Fesenmyer, Liz Graham | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct 1:1 Student Conferencing and small group instruction | | 2024-09-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | EBS Packet STAR IXL Supplies PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Build students’ word/world knowledge | | 2024-08-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teach Questioning Strategies | | 2024-08-26 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teach students a routine to determine the gist of a short selection of a text | | 2024-09-16 | 2024-12-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teach students how to monitor their comprehension | | 2024-08-26 | 2024-12-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ann Fesenmyer/ Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The completion of action steps and impact of the Evidence Based Strategy will be monitored by the leadership team. | | 2024-09-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Gregg McGough | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Daily- local award systems for students who attend regularly Weekly- School Based team will track the Chronically Absent students and make contact home to parents and caregivers | | 2024-09-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jamie Showers/Teachers | EBS Packet STAR IXL Home School Visitor PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Host Tier 2 and Tier 3 meetings with CA students | | 2024-09-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Melissa Ramos/Beth Coder/Alyssa Laughner/ Jamie Showers | EBS Packet STAR IXL Home School Visitor PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Building will monitor the implementation of the plan through monthly and quarterly routines. | | 2024-08-16 | 2025-06-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Gregg McGough | EBS Packet STAR (CSI) IXL (CSI) PD (CSI) | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| ELA teachers will implement the Evidence Based Strategies (CAI) | | 2024-09-16 | 2025-05-16 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | EBS Packet STAR IXL Supplies PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| During DDI PLCs, analyze Common Assessment data and instructional shifts | | 2024-12-05 | 2025-01-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| During DDI PLCs, analyze Common Assessment data and instructional shifts | | 2025-03-03 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| During DDI PLCs, analyze Common Assessment data and instructional shifts | | 2025-05-09 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals | | 2024-09-05 | 2024-10-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers | EBS Packet STAR IXL Supplies PD | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals | | 2024-11-07 | 2024-12-20 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals | | 2025-01-02 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers | EBS Packet STAR IXL Supplies PD | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals | | 2025-03-06 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers | EBS Packet STAR IXL Supplies PD | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 100% of ELA teachers will implement the Evidence Based Strategies (CAI) 100% of teachers will collect and use student evidence of comprehension 100% of eligible students will take quarterly assessments 75% of PLCs will report Instructional shifts | \*The plan and its implementation shall be regularly monitored as required by ESSA 1114 (b) (3) People: Implementation Team Frequency: Bi-Weekly, Monthly, & Quarterly Routines to Review plan Implementation \*Method: Bi-Weekly Tracking Sheet, Monthly, and Quarterly Agendas and Data Tables. \*Sharing Walkthrough data with teachers during monthly PLC Data meetings - Monthly Data Team meetings with Content, Quad, Grade Level using assessment data and classroom data using Data CODE Form to track implementation |

# Expenditure Tables

## School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expenditure Description** | **Action Plan(s)** | **eGgrant Budget Category (Set Aside grant)** | **ESSA Tier** | **Amount** |
| STAR Benchmark Assessment Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Supplies & Property | 1 | 27000 |
| IXL Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Supplies & Property | 1 | 27000 |
| Professional Development Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Services | 1 | 54019 |
| Tiered Support in support of ELA Rec.2 and Math Rec. 3 Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Salary | 1 | 88000 |
| Tiered Support In Support of plan Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Benefits | 1 | 65000 |
| **Total Expenditures** | | | | 261019 |

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Instructional Supplies- | 51371 |
| Other Expenditures | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Professional Development- 2270-Professional Development | 31000 |
| Instruction | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | 100- Salaries, Building Coach | 87000 |
| Other Expenditures | * Assist students in monitoring and reflecting on the problem solving process * Routinely use a set of comprehension-building practices to help students make sense of a text | Family and Parent Engagement | 4500 |
| Total Expenditures | | | | 173871 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Assist students in monitoring and reflecting on the problem solving process | PD on alignment docs and resources. |
| Assist students in monitoring and reflecting on the problem solving process | Provide Professional Development for with emphasis on Evidence-Based Strategies |
| Assist students in monitoring and reflecting on the problem solving process | Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals |
| Routinely use a set of comprehension-building practices to help students make sense of a text | Ongoing Professional development of purposeful planning on literacy resource |
| Routinely use a set of comprehension-building practices to help students make sense of a text | During DDI PLCs, analyze Common Assessment data and instructional shifts |
| Routinely use a set of comprehension-building practices to help students make sense of a text | Conduct 1:1 Student Conferencing and small group instruction |
| Routinely use a set of comprehension-building practices to help students make sense of a text | ELA teachers will implement the Evidence Based Strategies (CAI) |
| Routinely use a set of comprehension-building practices to help students make sense of a text | Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals |

## PD on alignment docs- Math Curriculum year 3 PD

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * PD on alignment docs and resources. | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| New Math Curriculum | | |
| **Evidence of Learning** | | |
| Math curriculum will be aligned and teachers will implement the aligned curriculum | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Content Coordinator, District Coach | 2024-08-16 | 2024-09-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | 1 time |
| **Observation and Practice Framework Met in this Plan** | |
| * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Common Ground: Culturally Relevant Sustaining Education | |

## Small Group Instruction

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide Professional Development for with emphasis on Evidence-Based Strategies | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| Clarifying SGI Strategies and Procedures and conducting 1:1 Student Conferences | | |
| **Evidence of Learning** | | |
| Teachers implementing SGI with fidelity and teachers conducting data conferences with students | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| IU13 team | 2024-09-16 | 2025-05-16 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3d: Using Assessment in Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Common Ground: Culturally Relevant Sustaining Education | |

## Literacy Coaching

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide Professional Development for with emphasis on Evidence-Based Strategies | | |
| **Audience** | | |
| Teachers, instructional coach | | |
| **Topics to be Included** | | |
| Implementation of Year 3 of literacy resource for intervention | | |
| **Evidence of Learning** | | |
| Student work, discussions, classroom observations | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| District Coach, Instructional Coach, | 2024-09-30 | 2025-05-16 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Building Word and World Knowledge and Monitoring comprehension

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide Professional Development for with emphasis on Evidence-Based Strategies | | |
| **Audience** | | |
| Teachers | | |
| **Topics to be Included** | | |
| strategies to build word knowledge and monitor comprehension | | |
| **Evidence of Learning** | | |
| Teachers using strategies with fidelity | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| District Coach Instructional Coach | 2024-08-16 | 2024-10-16 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Learning walk | monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement.pdf |

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| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-08-20 |
| **Building Principal Signature** | **Date** |
| Ryan Schlinkman | 2024-08-20 |
| **School Improvement Facilitator Signature** | **Date** |
| Gregory M. McGough, Ed.D., CSIS | 2024-08-22 |