



# Lincoln Elementary 2020-2024 Schoolwide / School Improvement Consolidated Plan

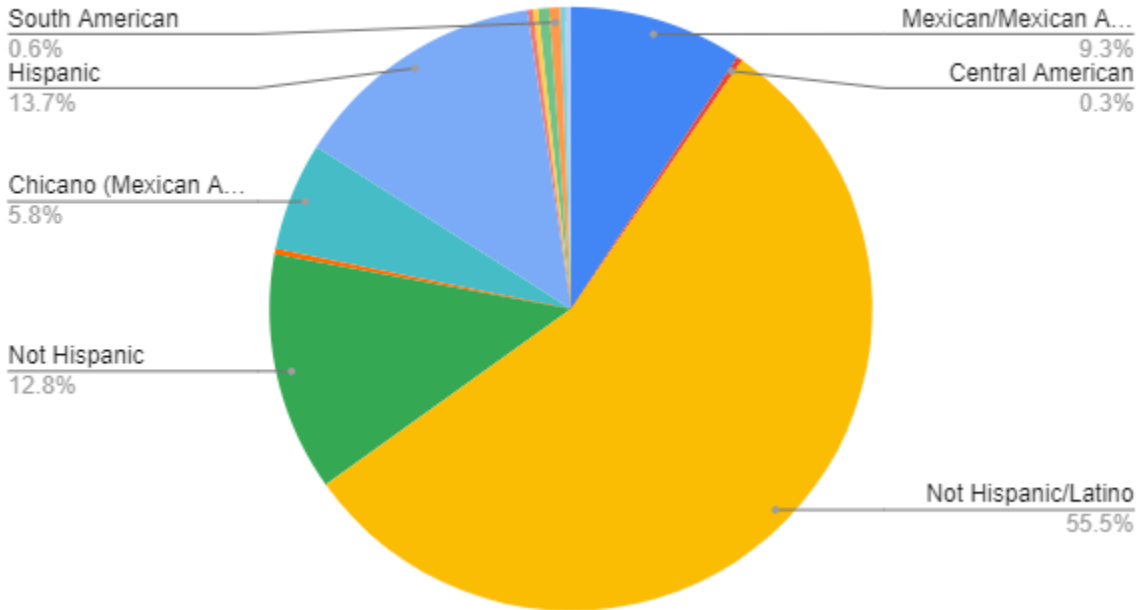
## SWP COMPONENT #1: NEEDS ASSESSMENT

The comprehensive needs assessment directs a building to collect and analyze student data. *All students' benefit* from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

### Team Narrative:

**Demographics:** Describe student demographics, parent family engagement, atmosphere, and staffing.

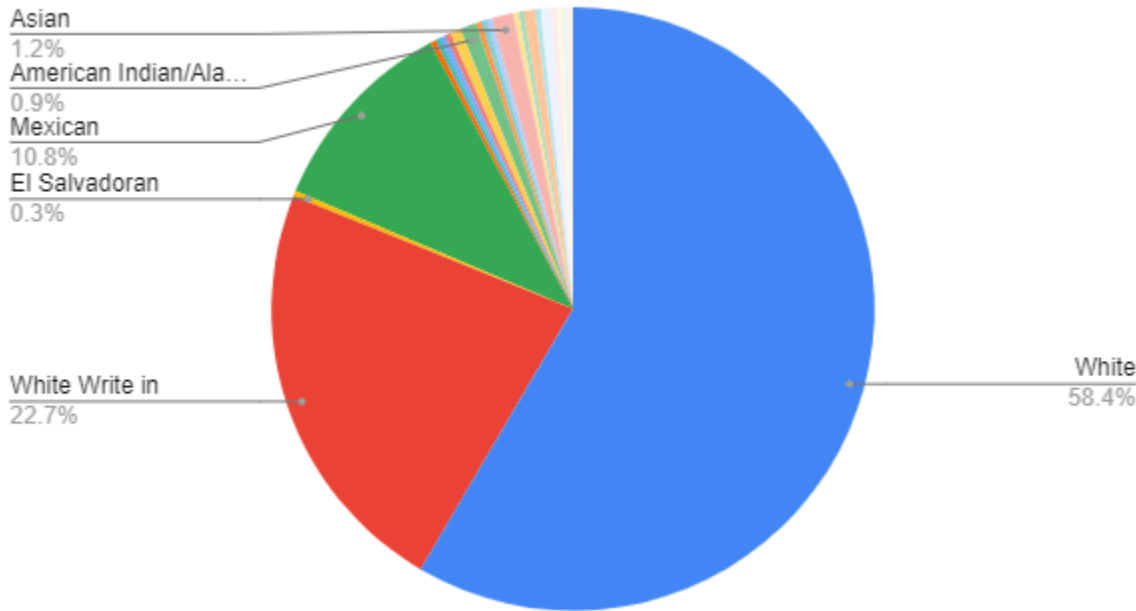
### Ethnicity Description





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## State Race Description



**Staffing-34 Classroom Teachers, Title I, Para support, EL teacher, Resource Room Teacher, PE, Music, Library/Stream teachers**

**Data Analysis:** Describe levels of achievement (academic and language proficiency) with a detailed analysis of student subgroups

### English Language Learners (EL)

In 2018-19, 6.8% of EL students met Proficiency on the ELPA21 Summative and 36.6% of EL students were Progressing in language proficiency.

In 2019-20, 14% of EL students were Proficient on the ELPA21 Summative and 78% Progressing.

Smarter Balanced: ELA: Number of Students: 21; Percent Passed 9.5%. Math: Number of Students: 21; Percent Passed 0.0%

### Low Income

Smarter Balanced: ELA: Number of Students 110; Percent Passed 28.2%. Math: Number of Students: 110; Percent Passed 21.8%

### Migrant / Bilingual

Smarter Balanced: ELA: Number of Students 4; Percent Passed 0.0%. Math: Number of Students 4; Percent Passed 0.0%

### Students with Disabilities

Smarter Balanced: ELA: Number of Students 36; Percent Passed 19.4%. Math: Number of Students 36; Percent Passed 8.3%

### Other: Homeless



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Smarter Balanced: ELA: Number of students 2; Percent Passed 0.0%. Math: Number of Students 2; Percent Passed 0.0%

## Section 504

Smarter Balanced: ELA: Number of students 9; Percent Passed 22.2%; Math: Number of Students 9; Percent Passed 33.3%

### Strengths and Weaknesses:

#### Student Performance:

Strengths for the subgroups include Smarter Balanced percentages of students passing Math 33.3%. Weaknesses in the subgroups for Smarter Balance include English Learners, Migrant students, and Homeless students all had 0.0% passing Math.

#### Staff: (certifications, experience, culture)

- 34 Teachers
- Teacher average years' experience- 17.2 years
- Certification-93.3% of teachers have full certification
- 69.7% of teachers have a masters degree

### Priorities and Concerns:

#### District Outcomes

- Greater growth in EL and SPED populations
- Focus on Board Ends (Whole-Child Approach)

#### Building Outcomes

- Increase EL proficiency levels while building teacher professional development in language acquisition strategies
- Increase growth in SPED and low SES reading scores-BAS
- Created Culture & Climate/PBIS Teams (MTSS A-MTSS B)
- Created LIT Team
- New EL building concerns team during Covid-Closure- This team will continue- Counselor, Assistant Principal, Principal, Counselor, Secretary, Title I Teacher,ELD Teacher
- Strengthen family partnerships/connections
- Strengthen SEL through community circles, Teacher greeting student each morning, Counselor having mini-schoolwide start to the Day
- School wide WIN Time- What I Need Time
- Building teacher/student/family competency in distance learning (Covid-19) Emergency Closure
- All students make a year of growth as demonstrated on BAS, MAP, MAP skills, ELPA
- Students below BAS benchmark demonstrate accelerated growth in reading
- School counselor available to work with small groups of students, families and provide support to teachers as they implement Components of Second Steps.
- School counselor assists in well-being of staff and students



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## SWP COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

Schoolwide programs should focus on supporting all students within the school. How the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).

### Team Narrative: **Scientifically Based Reform Strategies:**

- Whole Child Approach (Board Ends)
- Strengthen the PLC Model- Cycle of Inquiry, data, assessment- Coaching from MTSS Specialist
- Build Collective Teacher Efficacy through job embedded PD experiences related to identified Problems of Practice
- Strengthen Feedback loops for both students and teachers.
- Build Equity and Empathy Practices-Monthly Core Value assemblies, Friday spirit day, Daily Mile, Community Circles, Greeting all students at the door before entering class, Monday morning announcements, School Wide Book (The Word Collector ) PlayWorks

### Describe best reform practices that your building intends to use to strengthen the academic program for the entire school:

- Differentiate Instruction
- Built in time for interventions- WIN Time

### How will these practices strengthen the core academic program?

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- LIT Team-Consistent Meeting to study student work, PLC cycle
- Climate and Culture- Consistent Meeting to analyze temperature of the building- Make adjustments where necessary

### How will these practices increase the amount and / or quality of learning time?

Taking a whole child approach, strengthening feedback loops, building equity and empathy, daily mile, community circles, greeting all students at the door, and playworks will all lead to an emotionally healthy environment. We believe when students feel safe, comfortable and have the skills to self regulate, we will decrease behaviors and increase attendance leading to more quality instruction time.

Strengthening our PLC, data assessment, building teacher efficacy, will give teachers the skills, time, and ability to increase the quality of learning in their classrooms.

### How will these practices provide an enriched and accelerated curriculum for your students?



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## COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track.

### Team Narrative: **Targeted Strategies:**

- Scheduling blocks of WIN time-"What I Need" All students work at their level some students receive targeted instruction at this time in small groups or one on one.
- Guided Reading Groups based on BAS assessment
- Skill groups- Formative Assessment both academic and behavior
- Academic Discourse K-5

### List **academic** strategies for students who may fall behind on key skills or are in danger of dropping out.

- Intensive academic support for student
- Counseling and mental health Support
- Tiered behavioral support
- Professional development for staff
- College and career readiness
- Preschool transition support



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## SWP COMPONENT #4: COORDINATION AND INTEGRATION

The schoolwide plan outlines how federal, state, and local services work together to improve outcomes. The schoolwide plan must outline the ways in which funds are going to consolidate, as well as how the funds will be used to meet the specific intents and purposes of each program.

### Team Narrative:

Lincoln Elementary combines State BEA, Local M&O, Title IA, and LAP funding in a schoolwide building plan. Our plan addresses each of the purposes of the individual combined funding sources. That option allows us charge selected staff and/or MSOC purchases to a particular source of funding until those funds are gone. In the first year of adding a funding source to our Schoolwide Plan, we would ensure those funds are supplemental to our current year level of funding. For the 2022-23 year, LAP funding would be an addition to our Schoolwide Plan. The purpose of the combined funds is to provide basic education, specific intervention for individual students based on assessment criteria, professional development to all building staff to understand the effects of poverty on the student’s ability to learn, and professional development that will address the needs of the building based on assessment and evaluations.

Program	Amount Budgeted	Intents and Purposes
Basic Education	\$30,291,009	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.  Basic education funds <u>are combined</u> to support the activities listed above. Examples <u>include</u> : classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$654,494	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded <u>education</u> , and to close educational achievement gaps.
Title II, Part A	\$143,316	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
LAP Basic / LAP High Poverty	\$1,043,698	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Local Funds	\$7,262,810	Local levy revenue <u>may be combined in schoolwide</u> programs.
OSSI	\$35,000	Funds designated to support for improvement for identified learning areas.
<b>Total</b>	<b>\$39,430,327</b>	<b>Total Categorical Funds</b>



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SMART PROCESSES			SMART RESULTS	
SIP Criterion	GOAL(S)	TIMELINE	Evidence of Implementation	Evidence of Impact
<b>(1) Creating a Culture</b>	PBIS/MTSS implemented K-5	Present-ongoing	Tiered fidelity inventory, behavior matrix, flow-chart, signage	Fewer behavior referrals
	All Classes use Community Circles	Sept-June	Each class has scheduled circle time	Fewer behavioral and counselor referrals
	Staff Meets in Community Circles		Library arranged in circle	Increase in staff connectio
	SEL- Second Step Lessons taught K-5 Mindful Moment		Scheduled SEL time	Increased social skills, Fewer behavior and counselor referrals
	Playworks-Common inclusive framework		Staff accessed Playworks online materials, teaching games in P.E. , signs with rules on playground, playground mapped	Practice of focus empathy,greater trust
	Schoolwide Clubs- Leadership Club, Robotics		Counselor small student groups-one one one Tier 2 Intervention. Student/Staff Wellbeing	Fewer behavior referrals from the playground. More inclusive play
	Great student/staff health and happiness		Staff, students taking 15 minutes each day to run, jog or walk	Happier, Healthier culture
	All staff, students active-Daily Mile		Discussions and monthly focus on core value	Greater focus in the classroom belonging, purpose, unity, inclusive
	Unity through monthly common core value			
<b>(2) School Safety</b>				





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<b>(3) Planning with Data</b>	Data LIT Team-	Present- June	Use data dive to help identify problem of practice-academic conversation	Increase in academic performance
	Data showed EL and SES students were not making Adequate growth	Present-Ongoing	Adequate growth for EL and SES students	Increase in participation and support for students with low attendance
	Identified Problem of Practice K-5-Academic		Arranged PD or dedicated whole staff time to focus on problem of practice	Increased growth on school and state assessments
	Conversations-Academic Vocabulary.		Continued dedicated whole staff time to increasing knowledge on academic vocabulary	Increase in student growth aligned with problem of practice
				Increase academic growth for all students

SMART GOALS		SMART RESULTS		
SIP Criterion	GOAL(S)	TIMELINE	Evidence of Implementation	Evidence of Impact
<b>(4) Planning with Data</b>	Use data to guide PD  Use data to utilize limited para support Para flexibility to go where there is the Greatest need.  Use of formative data-conferring notes, observation  Student interest inventories	Present-Ongoing	Complete data dive to discover PD needs  Regular scheduled meeting to discuss data and align para support  Scheduled observation, teacher review of conferring notes  Completed student interest inventory	Increase student growth aligned with PD provided  Para support in most needed areas increasing student growth  Observe differentiation aligned with conferring and observational feedback



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				Greater connection with students
<b>(5) Improving Instruction</b>	Use data to target instruction for individual Students (Differentiated Instruction)	Present-Ongoing	Data reviews during PLC, grouping consistent with data	Increases in student growth
	Workshop Model Framework K-5	Present-Ongoing	Observe workshop model/scheduled workshop time	Increase in student growth
	Improve Instruction through an inquiry Process	Present-Ongoing	Observe inquiry based instruction	Increase in student growth
	Address whole child needs-brain breaks, Daily Mile, breakfast after the bell.	Continued during covid crisis	Regularly scheduled meeting evaluating effectiveness of distance learning	Increase in student growth
	Asset based versus Deficit based	Sept-June	Scheduled brain breaks, daily mile, breakfast after bell	Increased participation of those in distance learn model
	Coordination of 6 CWU practicum/intern students who are bilingual to support students in classrooms serving ell students and their teachers. Supported 10 different classrooms CWU/TESOL and CWU World Languages Dept.	Present-Ongoing	Focus on students assets, ,utilize student assets during team wonder meetings.	Increase in class participation, decrease in behavioral referrals from classroom
				Interventions built on student present levels increasing student growth
				Increase student growth and participation for students in classrooms with practicum students
<b>(6) Managing</b>	Utilize Paras time to effectively and Efficiently support students	Sept- June	Paras can be seen in a variety of settings based on student need	Accelerated growth for students working with para support.



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Resources				
<b>(7) Engaging Community</b>	<p>Greater Inclusiveness of all families</p> <p>Greater inclusiveness of ELL and SES families</p> <p>Increase connections with the greater community</p> <p>Technology support Training</p> <p>Lincoln Movie Nights</p> <p>Open House</p> <p>Scholastic Book Fair</p> <p>Bingo Night</p>	<p>August-Ongoing</p> <p>August-Ongoing</p>	<p>Use of inclusionary practices, use of whole staff times to focus on inclusionary practices</p> <p>System of support for families of students that are EL or SES</p> <p>Scheduled events that reach out to community</p> <p>Greater participation</p> <p>Greater parent involvement</p>	<p>Increased connection and participation with school</p> <p>Inclusive environment for EL families</p> <p>Increased participation in school events</p> <p>Effective use of technology</p> <p>Increase connection with EL families</p> <p>Increase connection with families and gaining parent feedback</p>