

2022-2023 Continual Improvement Plan - Lincoln

Reflection on School Achievement Data:

What strengths stood out while reviewing student levels of achievement?

WIDA Scores really stood out:

*Composite change: 2020-21 (31)
2021-22 (43)*

*Listening Change: 2020-21 (29)
2021-22 (40)*

*Speaking Change : 2020-21 (0)
2021-22 (41)*

*Reading Change : 2020-21 (38)
2021-22 (54)*

*Writing Change : 2020-21 (39)
2021-22 (35)*

ELA RISE:

3rd Grade beat the district average: Lincoln 34% District 32%

5th Grade slight increase from 22% to 23%

MATH RISE:

3rd Grade beat the district average: Lincoln 37% District 32%

SCIENCE RISE:

Both 4th and 5th showed growth

4th increase from 15% to 18%

5th increase from 17% to 29%

School Acadience Reading Pathways of Progress (POP) Data

Kindergarten increase from 51% to 75%

2nd Grade increase from 54% to 61%

5th Grade increase from 76% to 80%

Two teachers reached 100% on POP for two years in a row

Mrs. Prema (3rd Grade) Ms. Mayo (4th Grade)

Kindergarten team had the highest overall POP average of 83%

What are areas of school “critical academic need”?

Areas of Low Achievement

English Learners’ Adequate Progress dropped from 46.6% to 14%

Math (RISE) Achievement dropped from 32.9% to 25.1%

ELA (RISE) Achievement 4th grade dropped from 19% to 15%

Math (RISE) 4th grade dropped from 47% to 24%

5th grade dropped from 24% to 14%

English Learners Reaching Proficiency dropped from 7.6% to 5.0 %

Based on this initial review of data, what are some *initial* ideas for needed school wide academic goals?

Continue to build strong working relationships with PLC’s

Heavy focus on analyzing data

Support from our Instructional Coach, Literacy Coach and Reading Interventionist

Setting School Goals:

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1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
<p>1a. Our goal is to increase student achievement in ELA from the RISE assessment to 37% from 27% proficiency the previous year with a special focus on our TSI group of students with disabilities, ESL and African American students.</p>	<p>2a. During the 2022-2023 school year, the overall average daily student attendance rate and the attendance rates of all student subgroups defined by racial or ethnic identification, gender identification, and English language proficiency will meet or exceed <u>90</u> %.</p> <p><i>This goal will be measured as the total number of days present divided by the total number of school days for students.</i></p>	<p>3a. By the end of the 2022-2023 school year, 100% of teachers' will complete the Teacher Clarity Playbook, implementing writing in all subjects in their classroom.</p> <p><i>This goal will be measured by classroom observations by coaches and administrators using the classroom observation form.</i></p>
<p>1b. Our goal is to increase student achievement in Math RISE assessment from 39% to 49% proficiency from the previous year with a special focus on our TSI group of students with disabilities, ESL and African American students.</p>		
<p>1c. We would like to increase to 80% from 77% of total students showing typical or above growth in k-5 in Reading using Acadience.</p>		

Strategies:

Academic Learning Strategy #1	We will continue with Teacher Clarity. We will provide clear directions with an explanation, demonstration and modeling. Teachers will analyze student data from RISE, Acadience Reading and Math. Skills will be taught in manageable steps and students will be given the opportunity to practice skills with small groups and independently.	This strategy primarily supports the following <i>Academic Learning</i> goals: To increase scores and student achievement on RISE Math and ELA and in Reading Acadience	This strategy also supports the following <i>SSD</i> goals: Student Attendance	This strategy also supports the following <i>Talent Development</i> goals: Implementing Teacher Clarity in all subjects
Academic Learning Strategy #2	To utilize our weekly PLC time to develop high quality engagement strategies to help students achieve proficiency. Use data to track the progress of all students with special emphasis on our TSI group of students.	This strategy primarily supports the following <i>Academic</i> goals: To help support student achievement and growth on RISE Math/ELA and in Reading Acadience	This strategy also supports the following <i>SSD</i> goals: Student Attendance	This strategy also supports the following <i>Talent Development</i> goals: Implementing Teacher Clarity in all subjects

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Academic Learning Strategy #3	Grade level teams will collaborate with Instructional Coach, Literacy Coach and reading Interventionist to look at data during PLC's. We want to make sure we are using all available resources to reach our goals.	This strategy primarily supports the following <i>Academic</i> goals: To help support student achievement and growth on RISE Math/ELA and in Reading Acadience	This strategy also supports the following <i>SSD</i> goals: Student Attendance	This strategy also supports the following <i>Talent Development</i> goals: Implementing Teacher Clarity in all subjects
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Academic Learning Strategy #4	If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments.	This strategy primarily supports the following <i>Academic</i> goals:	This strategy also supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Talent Development</i> goals:
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Academic Learning Strategy #5	If additional teachers are hired to lower the student-to-teacher ratio, then all teachers will be able to provide more targeted student interventions, allowing them to better master core standards and success on year-end assessments.	This strategy primarily supports the following <i>Academic</i> goals:	This strategy also supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Talent Development</i> goals:
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School Behavioral Plan	<p>To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.</p> <p>The link to your current School Behavior Plan is here.</p>
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Social Skills and Dispositions	The goal is to increase overall student attendance. We would like to achieve a 95% attendance rate.	This strategy primarily supports the following <i>SSD</i> goals: This will help us achieve growth on	This strategy also supports the following <i>Academic</i>	This strategy also supports the following <i>Talent Development</i> goals:
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Strategy #1		RISE Math/ELA and Reading Acadience	<i>Learning goals:</i> Student Attendance	Implementing Teacher Clarity in all subjects
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Talent Development Strategy #1	We will be implementing Teacher Clarity in all subjects for this upcoming school year. Focusing on verbalizing and posting learning intentions and success criteria	This strategy primarily supports the following <i>Talent Development</i> Goals: To help increase scores and growth on RISE Math/ELA Assessments and Reading Acadience	This strategy also supports the following <i>Academic Learning goals:</i> Student Achievement	This strategy also supports the following <i>SSD</i> goals: Implementing Teacher Clarity in all subjects
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Reflecting on Success:

LAND Trust Reflection:

Read: A new LAND Trust law requires that school boards receive a summary of school LAND Trust reports. Below, principals state whether they met their LAND Trust goals. Most schools will answer the question below with their Continual Improvement Plan goals in mind. However, if the LAND Trust goals you entered into the USBE LAND Trust website are different, then you need to answer this question in reference to the LAND Trust goals you set in the USBE LAND Trust site for the 2021-2022 school year.

Did your school reach its goals? We did not meet our goal but made progress.

How did LAND Trust funding help address the critical academic needs of students?
Our STS proved to be very valuable with assisting staff and students with technology and preparing students for our online Assessments.

TSSA Reflection

Read: TSSA law requires that schools reflect on their academic achievement and reflect on the ways that their TSSA funding contributed to overall academic success.

How did TSSA funding contribute to the academic success at your school?
Our Social Worker plays a big part in all the success we have had. She was selected as the Granite School District Social Worker of the year for this school year.