



School Improvement Plan

**Lincoln Heights Elementary School
Greenville Public Schools**

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by the analysis of student achievement data retrieved through multiple measures of assessment. The entire staff of Lincoln Heights analyzed the student achievement data and formulated recommendations of "high need" areas. The data was analyzed to look for strengths, areas of improvement, and patterns from current and past years. Based on the identified areas, school improvement subcommittees helped in identifying one or two areas of focus for the coming school year and wrote goals to address these needs. Additionally, surveys were completed by staff, students, parents, and community members and analyzed.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results obtained from the Comprehensive Needs Assessment and general conclusions are that we need to continue our goals in the areas of ELA, math, and school climate . There is trend data for one cohort of students, we will begin to see more cohort trends over 3 years beginning this spring. There continues to be a focus on differentiating instruction both for remediation and enrichment to customize learning in tier 1. The conclusions drawn from the results were to continue with the goals of ELA and math. Data will be collected and reviewed by staff individually, by grade level, and as a staff to ensure goals are being met, student learning continues and moves forward. Professional development is a need in the area of MTSS and PLC implementation to ensure alignment of instruction to the CCSS and proper support at all tiers, which is currently happening during PD throughout the year. Writing workshop has been fully implemented K-5 for the last six years. Balanced literacy is our focus in reading instruction including the Big Five (phonemic awareness, phonics, fluency, vocabulary, and comprehension), which we have purchased Benchmark Advance to provide the necessary resources, scope and sequence, and rigor. Lincoln Heights uses a phonics program (Phonics First) and a phonemic awareness program (Phonemic Awareness: The Skills That They Need to Help Them Succeed!). Teachers K-2 and Resource Teachers were provided with a 3 day training from Brains on Phonics First. We need to begin providing inclusion services/co-teaching for tier two and three students in the area of math and reading. Reading interventions will be pull out model for those students most at risk. There is a need for math interventions.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Data indicates that tier one math instruction, both the "what" and the "how" needs to better aligned with the CCSS. The District has adopted Investigations Math to deliver depth of knowledge in units of study and needs to be better aligned with the CCSS. Grade levels have been working on looking at data and finding where there may be gaps in Investigations. Through this study staff will find the gaps and develop a plan to supplement where there are gaps for students to meet the CCSS. Investigations lends toward a workshop model in mathematics to develop higher level thinking skills in mathematics, as well as, all content areas. The District has adopted STAR as the universal screener for Math. Teachers K-3 will utilize Benchmark Advance as the reading and writing curriculum, and teachers 4-5 will continue to use MAISA. STAR Reading is used as the universal screener for ELA. We utilize state assessments, district assessments, and unit assessments as multiple types of data to analyze and monitor our goals. We use the state assessment, DIBELS and STAR to analyze reading data as well as the state assessment, and math data includes unit assessments, as well as, the state assessment and STAR MATH.

GPS adopted Benchmark Advance K-3 to ensure that the proper level of rigor, content, and alignment exist in ELA. There is a large focus on SY 2019-2020

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implementation of this program through PD and PLC work.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our focus at Lincoln Heights Elementary is to have Tier 1 instruction support 80% of students to perform at grade level. Based on STAR Reading and STAR Math, intervention and support is provided for students who are at risk. We are purposefully placing the most support in Early Elementary and focusing on tier 1 implementation of Investigations and Benchmark Advance (reading and writing) (K-3) and MAISA (4-5). For identified students additional instruction is provided through interventions, inclusion with co-teaching, and specific Special Education Services in the areas of reading, writing and math. Universal Breakfast is provided to all students on a daily basis. After school tutoring is provided for students in grades four and five.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

- PBIS Implementation
- Purchase and implementation of Benchmark Advance
- Peer to Peer Mentoring
- Inclusion with co-teaching allows Special Education students access to General Education curriculum
- Comprehensive data analysis identifies individual needs of student growth towards state standards
- Workshop model to develop a greater depth of knowledge and higher level thinking skills (in all content areas)
- STAR Reading and STAR Math are in place as a universal screener
- DIBELS Next is in place as a universal screener
- DRT/Grade Level Problem Solving Team meet regularly to analyze data to identify students at-risk, as well as review the performance of all students. Programs are then matched to best meet student needs.
- Phonics instruction using Phonics First K-2
- Phonemic Awareness: The Skills That They Need to Help Them Succeed K-3
- Additionally, universal breakfast, student goals in reading and math, and parent education will ensure that we are addressing individual needs of students

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The buildings direct instruction time is when all students receive instruction on grade level CCSS. The workshop approach used in reading, writing, and mathematics also allows for differentiated instruction to all students. Student individualized goals will continue to assist teachers in moving forward in best practice instruction and staying mindful of instructional minutes.

- Workshop Model
- Guided Reading
- Peer Assistance
- Reading Renaissance/STAR/AR
- Book In A Bag for K-2

Interventions

- REWARDS
- Leveled Literacy Intervention
- Readwell
- Phonics For Reading
- Lexia
- Fluency First
- Reaching All Readers

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3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment shows that our past dedication in implementing the workshop model has proven beneficial in terms of instructional strategies as well as student achievement. We have since moved to a Balanced Literacy Approach using Benchmark Advance in reading and writing. Staff are using Investigations 3 in a similar manner in hopes to increase student achievement.

All of the research based reform strategies (listed in the previous question) used at Lincoln Heights align with the finding of the needs assessment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Pull out opportunities are available to customize students learning in Tier 2 and Tier 3 instruction. Inclusion/co-teaching is used with special education students to allow access to the general education curriculum. Workshop model is used in reading, writing, and math. Differentiated instruction is utilized in all content areas to meet student needs.

5. Describe how the school determines if these needs of students are being met.

Staff meet regularly to analyze student data. This is done during PLC's and DRT. The DRT meets every six weeks throughout the school year to discuss student achievement. General Education teachers, the Interventionist, Special Education teacher, the District Psychologist, the Teacher Consultant, and the Building Principal attend the meetings.

Multiple sources of data will be collected to be analyzed to determine the appropriate intervention for students identified at risk through the universal screener tool. These data sources may include, but are not limited to: Fountas and Pinnell, STAR Reading and STAR Math as universal screeners, and/or progress monitoring assessments.

During DRT, the staff members will discuss the progress of students who are currently being serviced through Title I. All staff members will use data to collaborate in determining the appropriate level intervention for each identified student. After students have been placed in inappropriate interventions, the data will be reviewed on a regular basis by the staff servicing the students through additional grade level data review meetings held every 4-6 weeks. Small intervention groups will be put into place with instruction being delivered by the interventionist or trained paras.

Data will be utilized to determine if a student has made sufficient progress to be dismissed from intervention. Progress will be monitored bi-weekly to determine if a student is making adequate progress and if the intervention is appropriate.

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Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	100% of the instructional paraprofessionals are highly qualified as documented with an associates degree or 60 undergraduate hours or workers assessments proficiency in reading, writing, and math.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	100% of the teaching staff at Lincoln Heights in Greenville are highly qualified. They all have a bachelor degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification, or graduate degree or course work that is equivalent to undergraduate major in any subject area directly related to elementary teaching.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Lincoln Heights has a turnover rate that is less than five percent.

2. What is the experience level of key teaching and learning personnel?

Twenty-eight teachers have accumulated an average of 19 years of teaching experience. The staff has been teaching together at Lincoln Heights for an average of 15 years, with less than a five percent teacher turnover. Many of these teachers have master's degrees and /or additional teaching and learning experience on top of their initial certification levels. Lincoln Heights has an ancillary staff to service students, 1.5 Resource Teachers, Instructional Coach, Speech/language Pathologist, and a School Social Worker.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Lincoln Heights Elementary School has a low teacher turnover rate. The number one thing that the staff identifies as a positive aspect about Lincoln Heights is the friendly nature of the people that work in the building. Many people likened the staff to family on our stakeholder survey. Monthly Potluck Luncheons are planned, as well as non-work related activities. Lincoln Heights believes that a positive, supportive atmosphere is one of the strongest and most important components of attracting and maintaining highly qualified teachers.

We have a PTO that supports new classroom initiatives, provides monthly family activities, and hosts exciting community events.

Other initiatives include:

*Pairing new teachers with a qualified, effective peer mentor.

* Developing an Individual Development Plan (IDP) with the principal. The principal supports and monitors progress toward IDP goals in conjunction with the teacher.

* New teachers engage in our professional culture that encourages collaboration across experience levels through Professional Learning Communities (PLC).

*All teachers have the opportunity to participate on curriculum study and implementation committees at the building, district and ISD level. They become familiar with Common Core State Standards (CCSS) and work together in Professional Learning Communities to plan and create activities and common assessments for classroom use.

*Technology is available to all staff: Classrooms are equipped with teacher computer stations. Lincoln Heights has multiple mobile laptop carts, a mobile IPad cart, and a mobile tablet cart available for check out. Lincoln Heights has our own district server with high-speed Internet. All staff members are trained on new technology and initiatives. Greenville has adopted a "train the trainers" model for in-house staff development.

* Our school has a bright, comfortable Media Center filled with quality children's literature, informational texts, and up-to-date resources and audio/video resources.

*Each classroom has a up-to-date video capabilities with a projector, screen, audio availability and each classroom have received document cameras.

*Lincoln Heights has a full time Instructional Coach that is there to support all teachers.

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4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Greenville Public Schools has a new teacher induction program that aims to integrate new hires into the system and ensure success. New teachers receive:

- * New teacher orientation and monthly seminars addressing typical teacher concerns.
- *New teachers will receive 5 days of training prior to the start of the school year.
- * An Individual Development Plan (IDP) developed with the principal. The principal supports and monitors progress toward IDP goals.
- * Mentor teachers are paired with new teachers to assist with guiding and reflecting on practices and experiences.
- *Training is provided for district curriculum expectations and assessments.
- * New teachers engage in our professional culture that encourages collaboration across experience levels through Professional Learning Communities (PLC).

All teachers have the opportunity to participate on curriculum study and implementation committees at the building, district and ISD level. They become familiar with Common Core State Standards (CCSS) and work together in Professional Learning Communities to create activities and common assessments for classroom use.

*Data management software in the form of Synergy is utilized to assist in record keeping, data analysis, and progress reporting.

*All elementary schools have a full time Instructional Coach that is there to meet the needs of the teachers throughout the year.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Lincoln Heights does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Lincoln Heights Staff Meetings are held monthly with staff sharing their expertise and knowledge. We will continue this professional development into next year too, as well as adding Lab Classrooms. District professional development is ongoing. Professional development is also provided in the areas of reading, writing. Teachers are being given a stipend to attend additional training on formative assessments and how to use them in the classroom.

2. Describe how this professional learning is "sustained and ongoing."

Professional learning is sustained and ongoing throughout the year. The district's model is of continuous professional development with teacher choices. Staff complete a survey after each professional development day to evaluate the day, give input and make suggestions for future PD. During the 2018-1019 school year, each grade level will participate in a weekly grade level PLC. These meetings will be attended by the Instructional Coach and/or Principal to help maintain the overall cohesive forward movement of the staff.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The district has a Professional Learning Plan that is developed through a committee of administrators and staff. It is evaluated by staff after each PD day. (Available upon request)	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

We have a parent representative who serves on our School Improvement Team, both at the building and district level. All parents have the opportunity to give input through the School Improvement Parent Survey (online) as well as District surveys. This data is used to make changes accordingly. School Improvement updates are given through the school newsletter (Lincoln Log) and at the spring PTO meeting.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are critical to the implementation and assessment of our school-wide plan. There is a parent representative invited to attend building and district School Improvement meetings. Parents offer feedback formally and informally through-out the school year. Parents are encouraged to volunteer in the building and in classrooms. For example, as part of our Book in a Bag program in Kindergarten and First grades, parents volunteer daily to read with students. Parents attend involvement activities we host.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are invited and welcome to attend core, building, and district school improvement teams. Parents give input and evaluate the school plan through an online survey. Parents also help us analyze data to make changes and program accordingly through the building and district school improvement committees.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Greenville Public Schools has a district wide consistent parent involvement policy (attached).	Title 1 Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

School staff annually shares the state's content expectations and district curriculum with parents, the state's annual assessment with parents, and information on how we as a building monitor and report on their child's progress.

- a) Core curriculum standards sheet is available and reviewed with parents at each grade level during curriculum night and at parent teacher conferences.
- b) Assessment data is explained and reviewed at parent teacher conferences.
- c) Report cards are sent home each trimester.
- d) Progress reports sent on a more frequent basis as deemed necessary by the parent or teacher.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

- a) Lending Library - parent resources available for check out from teachers, intervention specialist, and/or media center.

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b) Family involvement opportunities are offered such as; Open House, Curriculum Night and March is Reading Month. This sometimes looks like family involvement activities in the evening and other activities are embedded into what we do during the school day. (For example, an engineering evening family event vs. a during the school day writer's celebration tea).

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

a) Teachers receive guidance in what works with parents and how to engage them in their child's learning and are updated throughout the year with new or innovative ways to reach out to parents via staff meetings and/or PLC day time.

b) Share feedback from parent surveys and work to improve identified gaps in needs voiced vs. needs being met.

c) Parent feedback from Parent Teacher Conferences is utilized to reassess and improve our communication on the classroom level.

Coordination with other programs for parent involvement includes:

a) Parent Teacher Organization

b) District Technology Committee

c) School Improvement Team

d) District School Improvement Team

f) Community Mental Health

g) Local Law enforcement

h) ISD - teacher consultant, autistic consultant, etc.

i) School Board

j) Head Start, Project Start, Jump Start, and other preschool programs - transitional strategies, meetings, and visits.

k) Greenville Middle School - transitional strategies, meetings, and visits.

l) Running Club grades 4-5

Information is shared with parents in a language and format they can understand. Examples include:

a) Interpreters provided as needed for Parent Teacher Conference Nights, Back to School nights, Kindergarten Registration, IEPs, etc.

b) Forms are modified in home language when needed.

c) Parent friendly language is used in classroom and building newsletters.

Parents are provided with other reasonable support such as:

a) School Improvement Team - has an ongoing parent members/participation

b) Open House Night

c) Curriculum and Title 1 Nights

d) Volunteer and Mentor opportunities

e) Monthly PTO meetings

Staff provide opportunities for full parent participation in activities by providing a barrier free environment for full and equal access to all families. Lincoln Heights accommodates for limited English needs as necessary or requested at meetings and events. We work to provide opportunities for economically disadvantaged or migratory families to have transportation through the local transit system as needed to attend meetings and events. We are fortunate that our district, Greenville Public Schools, has an "Opportunities for Success" fund that helps us meet the various needs of these families on a case by case scenario.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parent involvement will be evaluated through the use of parent stakeholder surveys and attendance data from events/activities and

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parent/teacher conferences.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Results of the surveys will be used to target identified areas of need and address these areas in the school improvement plan in the future. Evening activities are based upon parent need and interest in educational topics, such as training in mathematics strategies used by the Investigations program.

8. Describe how the school-parent compact is developed.

Input from all stakeholder developed the School-Parent Compact together. It is reviewed and shared with parents annually at the beginning of each school year.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is shared multiple times throughout the year. It is sent to families in the beginning of the year packet. The compact is signed by parent and student and returned to school. Parents, students, and staff are all committed together to this working written agreement.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A. Lincoln Heights is a kindergarten through 5 grade building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The Student-Parent Handbook is attached. This includes a copy of the compact	Student Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Lincoln Heights makes every effort to ensure that various forms, newsletters, report cards, and other communication techniques are available to families in a language that can easily be understood. As necessary, this includes the use of an interpreter to hold meetings in their native language if applicable. Parent-Teacher Conferences are currently held in November, although parents may request additional conferences with individual teachers at any time throughout the year. Report cards and progress reports are sent home after each trimester. Some teachers use progress reports more frequently. Every staff member has a workstation phone number and email address in order to effectively communicate with parents. Additionally, the building principal is available to assist parents with questions and concerns that they may have regarding their child's education.

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Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

There are several opportunities to help ease the transition into kindergarten. The Great Start School Readiness Collaborative meets quarterly to discuss best practices and kindergarten expectations. Information is shared in local newspaper, school and district newsletter announcements regarding visitation/tour and registration dates in March and April, and a dedicated edition of Schoolhouse News, which describes kindergarten programs are communicated to parents and community. In-coming kindergarten students have an opportunity to visit and tour the school in April. Parent volunteers will help tour in-coming students and families during the visit in April and give new students information about what kindergarten is like.

Kindergarten registration in April has representatives from food service, transportation, secretaries, administration, and teachers are available to answer questions. Speech, vision, hearing, social and academic observations for all entering kindergarten students are provided at Kindergarten Registration. Kindergarten students will participate in a practice bus run in August. Children's Corner (Before and After School) is available at Walnut Hills Elementary, and Lincoln Heights. The ISD also works with all preschool providers in the county.

Kindergarten students will also attend an open house in the fall that will address the expectations and concerns regarding the student's first school experience. Greenville Public Schools provide a staggered start for incoming kindergarten students, which enables teachers to better meet the needs of students and parents the first days of school. GPS also provides two in-district preschool programs. "ECSE" services speech and language impaired students and Great Start Readiness Program (GRSP) in collaboration with Head Start offers a preschool program for "at-risk" students. These programs help to prepare preschoolers for kindergarten academically, socially, and emotionally which helps to ease the transition to kindergarten. Students also become familiar with procedures and possibly building layout.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Great Start School Readiness provides parent training on various topics throughout the year. The Great Start School Readiness Collaborative Group also meets quarterly to discuss training for parents, best practices, kindergarten curriculum, and expectations.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers are actively involved in making assessment decisions. District Professional Learning Communities are given time and resources to develop common assessments in each core area based on state guidelines. Teachers will be involved in developing new common assessments around the Common Core using Synergy. Professional development time is/will be provided at grade level to develop and assess effectiveness of assessments that align with Common Core Standards. A group representing teachers, parents, and administrators work collaboratively to develop the District Assessment Schedule. The district team then takes the suggested assessment and time-line back to the local buildings for staff input prior to adoption and implementation. The District has been implementing Synergy, which is a data warehouse utilized by staff and administration. Data can be accessed by teachers to drive instruction and plan interventions/differentiation for meeting the needs of all students. Data can also be used to track students over time.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers meet weekly in grade level PLC's to engage in ongoing analysis, adjusting, and integrating lessons and activities to meet student needs. Teachers review multiple forms of data such as, state assessment, classroom, and district assessments to review student achievement. Grade levels bring forward most at risk students (not by classroom, but by grade level) to the DRT Core Team for appropriate instructional match for ensured success. Grade levels meet four times a year with the principal, instructional coach, and social worker to discuss data at a Grade Level Problem Solving meeting. Goals are made and monitored throughout the next weeks. Throughout the school improvement process, teachers also analyze state assessment data and district assessment data across grade levels to gain the bigger picture understanding of where we are as a building in terms of student achievement.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Teachers engage in ongoing analysis of data to identify students experiencing difficulty becoming proficient on the state assessment. All students will receive scientifically research based Tier 1 instruction, and identified students will receive targeted interventions in addition to the core instruction. This includes in class instruction for all students and supplemental instruction in the identified student's deficit area. Students in need of additional instruction are identified by student data such as state assessment, Fountas & Pinnell, STAR Enterprise, progress monitoring data, and district assessments. Students are discussed at grade level and then are brought to the DRT Collaborative Team. From there interventions are implemented and assessed for effectiveness through progress monitoring and benchmarking. Interventions may include "push-in" and/or "pull out". Changes are made as needed. Teachers in the classroom are constantly using data in their classroom to differentiate for individualized needs and provide appropriate learning tools. Additionally, a building Special Education Planning meeting is held monthly to discuss, review, and plan for students that already receive more intense services or possibly could qualify for such services in the future.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Data is analyzed at regular intervals. Customization for instruction is implemented as needed based upon the data reviewed, monitoring of progress. Adjustments are made from there.

*DRT/MTSS

*Grade Level PLC's

*Special Ed planning meetings one time per month

*Fourth and fifth grade after school tutoring

* Math interventions

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All teachers differentiate within the classroom based on reviewed data using the workshop approach and conferencing with students. Students' individual needs are being met in a multitude of ways as evidenced by lesson plans and administrative observation. The staff of Lincoln Heights has embraced a workshop model of instruction in all areas of reading, writing, and math. The workshop model allows teachers to deliver a concept-based mini-lesson to introduce or teach a skill, strategy, or concept. After the mini-lesson, teachers are able to differentiate the process by using flexible grouping and individual conferring to embed on-going assessment and vary expectations and requirements for student responses. During each stage of the workshop process, a variety of elements and materials are used to support instructional content. Individual student needs are being addressed through differentiation in classrooms. Push-in and pull-out is utilized with co-teaching for Special Ed and General Ed students.

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Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Lincoln Heights Elementary coordinates and integrates funds from Title IA, Title IIA, Title IID, Title III, 31 A at-risk, Parent Teacher Organization Funds, and district general funds to support a variety of programs. Each of these programs are intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational role. Student needs are determined by using data. Then programs and resources are planned and funds are utilized to meet the needs students. The building School Improvement Plan drives the Greenville Public School district plan along with the other building plans, and funding is allocated accordingly.

Coordinated Process Includes:

1. Building level School Improvement Teams meet in the Spring to determine comprehensive needs. Data is collected from a variety of resources, and analyzed by grade level, and cross grade to determine the needs of the students in the building.
2. In February, March, and April, the Building School Improvement team, including parent input, determine the specific goals for student achievement for the building, specifically addressing students who are at-risk of learning, and targeting areas where achievement gaps exist.
3. In April, the building level school improvement plans are provided to the District School Improvement Team where they are reviewed along with other building plans.
4. The District School Improvement Team develops a district school improvement plan, targeting the needs of each school.
5. In April, the district completes a LEA planning cycle, based on comprehensive needs assessment from district data and building data, targeting the specific needs of the district coordinated with individual building school improvement plans.
6. In April, May and June - as Federal funding allocations are determined, specific amounts of money are designated to buildings according to school improvement plans, school selection process, and district priority needs.
7. By June 15th, allocations are specifically designated to school-wide program initiatives that are outlined in building level school improvement plans.
8. In August, the district school administration and Board of Education, gather for a retreat to review existing initiatives, and to set specific task lists with designated staff assigned to be responsible for making each task happen. It is determined how to accomplish the goals, it is accompanied by a time-line for achievement and resources are assigned as needed from all funding sources, including Title I, Title IIA, Title IID, Nutrition program, 31a, violence prevention programs, housing programs, head start, adult education, vocational education, and job training.
9. In August, building level school improvement plans and goals are revisited by building staff, in order to assure tasks are in place to accomplish the initiatives written. These tasks are completed by individual School Improvement Teams, District School Improvement Team, Federal Programming Coordinator, school administration and Superintendent Of Schools.

The list of State, Local, and Federal programs/resources that will be supporting the school-wide program are as follows:

Title I, Part A funds will be used for additional supplemental resources and program service needs for students that are at-risk of learning.

These additional resources for students at risk include an Interventionist, Paraprofessional educators, intervention materials, extended opportunities for parents and students.

1. Title IIA - will be used for professional development of staff including the areas of differentiation, ELA-Benchmark Advance, Math, Science, Social Studies, School Improvement and Synergy.
2. Title IA - will be used to fund paraprofessional educators, interventionist, intervention materials, extended school day opportunities, instructional coach.
3. Title IID - will be used to provide technology training, and the implementation of additional technology in the classroom for instruction, including training in online learning opportunities, computer generated interventions, online data collection systems (Synergy).

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Technology equipment may include document cameras, laptop computers, tablet devices, smart boards.

4. Homeless grant funds will be used to assure consistency of programming of homeless students including keeping students in their original school of instruction, providing materials and supplies needed to assist in learning, and additional tutoring opportunities.

5. 31a will be used to provide additional services and opportunities to students at-risk of learning, including summer school and counseling and tutoring services.

6. Nutritional programs will be available to provide meals during summer school, universal breakfast is available to all students during the course of the school year, and to supplement the cost of lunch during the school year.

7. Coordination with Head Start and Jump Start preschool programs will be facilitated. This will include providing speech services, transition services, and parent programming partnerships.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I A funds will be used for: additional supplemental resources for students at risk, Interventionist, Paraprofessionals, and intervention materials.

Title II D funds will be used for technology integration.

Title II A funds will be used for professional development and Instructional Coach.

Homeless grant funds will be used to assure consistency of programming of homeless students including keeping students in their original school of instruction, providing materials and supplies needed to assist in learning and additional tutoring opportunities.

31a will be used to provide additional services and opportunities to students at-risk of learning.

Nutritional programs will be available to provide meals and the cost of breakfast and lunch during the school year.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The coordination and integration of Federal, State, and local programs and services to support eligible Title I, Part A students is an on-going process in our school district. The District Leadership Team plays a vital role in this coordination and provide leadership across the district for the purpose of providing consistency throughout the district. Grade levels in weekly Professional Learning Community process in order to identify where student needs are evident, and coordinate services and supports that are needed in order to increase student achievement specific to each grade level. This coordination is also facilitated through Grade Level Problem Solving meetings that are held at least 4 times in each building where all students and students at-risk of learning are discussed.

Resources and interventions are put in place through a student service plan to assure progress in the general education curriculum for Title I eligible students. These meetings take place by grade level and focus on the needs of students at their specific grade level. Services that are integrated through the GLPS process including support - through local agency support (Center for Behavioral Health, private counseling practices in the community, and support through local churches). Free and reduced nutritional meals are also offered to families that qualify through the state nutrition program, a healthy Universal Breakfast is provided to all students daily regardless of social/economic status, and we have a local grant that can provide funds and resources for nutrition as needed for families. Housing options are made available through our homeless grant and through a local grant that provides individual support for homeless families. Head Start programming information is made available through a preschool parent fair that is facilitated through the Montcalm Intermediate School District, and visits are made to Head Start to help assure a positive transition for those students to Kindergarten. Head Start information is also made available at Kindergarten Registration. Greenville Public Schools provides speech services to Head Start on a regular basis. Adult vocational and

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technical education is made available to secondary students on an as needed basis. These services are available at the Montcalm Career Center and in two neighboring local school districts that we have partnerships with in order to access these programs as needed.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We review data and the school-wide plan every 4-6 weeks in our School Leadership Team meetings. We ensure the match is made between students' needs and funds utilized to service those needs effectively and efficiently. We have a School Improvement Core Team to look for gaps in that process throughout the school year. We have staff School Improvement meetings to look at data and goals. Our district school improvement also meets to report progress throughout the year.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Our Data Review Team meets six times throughout the year to review M-Step scores, Fountas and Pinnell scores, STAR (reading and math), math unit assessments and other district assessment data is reviewed/analyzed to determine which students need multiple tiers of support and how to implement those supports. We also evaluate progress monitoring data to determine any changes that need to be made.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The schoolwide program is set-up so that the most at-risk students are progress monitored with at least two different measures every other week. We evaluate all students' progress on multiple measures: top, middle, and bottom performers. Additionally, every six weeks. The Data Review Team meets to discuss these specific students' strengths and areas of concern with grade level teams. During this time, we pool resources and plan for further intervention needs as warranted. Once per trimester, these students are re-assessed with Fountas and Pinnell to evaluate the effectiveness of the programming and further plan for the student's individual learning needs. In March of each school year, the overall effectiveness of the schoolwide program is assessed by compiling data from all of the assessment resources and analyzing whether we are positively impacting overall student achievement.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The schoolwide program is set-up so that the most at-risk students are progress monitored with at least two different measures every other week. Additionally, every six weeks, the Data Review Team meets to discuss these specific students' strengths and areas of concern with grade level teams. During this time, we pool resources and plan for further intervention needs as warranted. Once per trimester, these students are re-assessed with Fountas and Pinnell to evaluate the effectiveness of the programming and further plan for the student's individual learning needs. In March of each school year, the overall effectiveness of the schoolwide program is assessed by compiling data from all of the assessment resources and analyzing whether we are positively impacting overall student achievement. At this time, if changes are warranted, the staff makes recommendations to the core school improvement team. The core school improvement team then plans for the strategies and activities that may need to be revised, added, or deleted from the school improvement plan.

School Improvement Plan

Lincoln Heights Elementary School

2019-2020 LH School Improvement Plan

Overview

Plan Name

2019-2020 LH School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Lincoln Heights Elementary will become proficient in English Language Arts.	Objectives: 1 Strategies: 6 Activities: 20	Academic	\$122785
2	All students at Lincoln Heights Elementary will become proficient in math.	Objectives: 1 Strategies: 5 Activities: 7	Academic	\$101780
3	All staff and students at Lincoln Heights will contribute to a safe and positive school climate.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$1000

Goal 1: All students at Lincoln Heights Elementary will become proficient in English Language Arts.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency , in English Language Arts by 05/01/2020 as measured by STAR Reading and/or DIBELS Next.

Strategy 1:

Implementation of a School-Wide Reading Model/Taking Action RTI Process - Lincoln Heights has started a whole staff book study around Taking Action, a comprehensive implementation guide that covers every element required to build and sustain a schoolwide RTI at Work program. The plan includes data analysis, systematic instruction that incorporates the five big ideas of reading and the use of evidence-based practices.

Category: English/Language Arts

Research Cited: Taking Action: A Handbook for RTI at Work (How to Implement Response to Intervention in Your School) September 2017
by Austin Buffum, Mike Mattos, Janet Malone

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Benchmark Advance Reading Curriculum, Benchmark Education

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Accelerated Reader, during Independent Reading, to practice reading and comprehension. Students will read a book, take an AR quiz and get immediate feedback. Students will choose and read a fiction or non-fiction book in their independent reading level/range. After students take a quiz, the teacher receives information that is intended to assist, motivate reading, monitor progress, and target instruction. Reports regarding reading level and comprehension skills are available through the software. This will be monitored through Accelerated Reader reports.	Academic Support Program	Tier 1	Monitor	08/21/2019	05/15/2020	\$0	No Funding Required	All teachers of reading grades 1-5.

Activity - School-Wide Reading Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff, K-5, will provide 90-120 minutes daily core reading instruction using Benchmark Advance. This activity will be monitored through lesson plans and Benchmark Advance online modules and continuous formative assessment.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Title II Part A	Teachers K-5, Building Principal, Instructional Coach
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Activity - Phonics Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, K-5, will provide phonics instruction daily using Phonics First (K-2) and/or Benchmark Advance . This activity will be monitored through lesson plans, Benchmark assessment and DIBELS NEXT data.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers K-5, Building Principal, Instructional Coach

Activity - Phonemic Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-2 will provide daily phonemic awareness instruction using Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Haggerty). This will be monitored through teacher lesson plans.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers Kindergarten-2nd grade, building principal, instructional coach

Strategy 2:

Instructional Coaching - One Instructional Coach K-5 will bring evidence-based practices into classrooms by working with teachers and school leaders. Instructional conversations and coaching will take place with goals of increasing student engagement, improving student achievement and building capacity within the school.

Category: Learning Support Systems

Research Cited: "Instructional Coaching: Professional Development Strategies That Improve Instruction," Op. cit., p. 7.

Neufeld, B., and D. Roper. "Coaching: A Strategy for Developing Instructional Capacity." The Annenberg Institute for School Reform. 2003, p. 19.

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<http://annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf>

Kline, D., et al. "Best Practices in Evaluating the Impact of Instructional Coaching on Teaching and Learning: Final Report." APQC Education Advanced Working Group, 2011, p. 3. Accessible from: http://www.apqceducation.org/knowledge-base/download-documents/cat_view/72-benchmarking-research/71-evaluating-the-impact-of-instructional-coaching-on-teaching-and-learning

Adaptive Schools: Thinking Collaborative

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will have access to Instructional coaching. The Instructional coach will create partnerships, help teachers use effective teaching strategies based on student data, build capacity for effective instructional practices within specific content areas, analyze data and assessment for learning, classroom management and reflection. This will be monitored through coaching cycles documentation and R-TFI 1.16. Coaching through staff wide book study and PLC formative assessment data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$95000	Title I Schoolwide	Instructional Coach, Teachers K-5, Building Principal

Activity - Coaching Schedule and Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will develop and share with staff a coaching menu that will distinguish between coaching services and coaching cycles. Staff will be expected to participate in at least one coaching cycle per year (4-6 weeks). This will be monitored through the coaching schedules and documentation of coaching cycles.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Building Principal, Instructional Coach, and professional staff as well as interventionists and paraprofessionals.

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Strategy 3:

Parent Involvement & Collaboration - The purpose of the curriculum night/open house is for parents and guardians to meet with classroom teachers and/or specialist to learn about grade level curriculum and expectations (behavioral and academic), as well as policies and procedures for the year. Parents will be provided with information about Title 1 and all available resources to support students with MTSS.

Category: School Culture

Research Cited: Burcu & Sungur, 2009; Coleman, 1991; Comer 1986; Epstein, 1991, 1992; Ho Sui-Chi & Willms, 1996; Lareau, 1989; McNeal, 1999; National Associate of Secondary School Principals, 1992; Patel, 2006; Walberg, 1984

Epstein, J. (1992). School and family partnerships. In M. Akin (Ed.), Encyclopedia of educational research (6th ed., pp.1139-11151). New York, NY: Macmillan.

Patrikakou, E. N., Weissberg, R. P., Redding S., & Walberg H. J., (Eds.). (2005). Schoolfamily partnerships: Fostering children's school success. New York: Teachers College Press.

Tier: Tier 1

Activity - Parent Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In August, all teachers (individual or as a grade level) will host a curriculum night/open house to inform parents of grade level curriculum, expectations (behavior and academic) as well as policies and procedures. This will be monitored through classroom sign-in (attendance) sheets.	Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$862	Title I Part A	All teachers professional staff

Activity - Parent Volunteer Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will provide training for parent volunteers to educate them around standards of conduct for volunteers and strategies for assisting students. This will be monitored through parent sign-up/sign in and agendas.	Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Building Principal and Instructional Coach

Activity - Muffins with Mom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Muffins with Mom will provide an opportunity for parents to visit their child's classroom during the school day and participate in an activity with their child. Parents will also attend a meeting regarding the 3rd Grade Reading Law and learn ways to support their child's reading development. This will be monitored through parents sign-in sheets.	Policy and Process, Communication, Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$300	Title I Part A	Building Principal, School wide with a K-1 focus

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Strategy 4:

Intervention System - Students in the bottom 5-8% percent per grade level will receive individualized, intensive interventions that target the students' skill deficits based on their reading and progress monitoring data. Interventions will be delivered by the Interventionist and/or Title 1 Paraprofessionals using research based best practices and programs. This will be monitored by weekly Site Intervention Team Meetings with progress monitoring data.

Category: English/Language Arts

Research Cited: Daly, E. J., Chafouleas, S. M., & Skinner, C. H. (2005). *Interventions for reading problems: Designing and evaluating effective strategies*. New York: Guilford Press.

Denton CA, Hocker JL. *Responsive reading instruction: Flexible intervention for struggling readers in the early grades*. Longmont, CO: Sopris West; 2006.

Gersten R, Compton D, Connor CM, Dimino J, Santoro L, Linan-Thompson S, Tilly WD. *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance; 2008. (NCEE 2009-4045) Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Taking Action: RIT Solution Tree

Tier: Tier 3

Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln Heights will continue to provide an Interventionist who will analyze data and provide interventions to selected students. The Interventionist will also assist Paraprofessionals in grouping and planning for tier 3 interventions for selected students. The interventionist will be provided one 1/2 hour of continuous paid planning time to review student data, generate lessons based off the data, and enter progress monitoring data. This will be monitored through observations, walk throughs, and collaboration.	Academic Support Program	Tier 3	Implement	08/21/2019	06/01/2020	\$18010	Title I Schoolwide	Building Principal and Interventionist

Activity - Title 1 Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title 1 Paraprofessionals will work closely with the Interventionist to deliver appropriate instruction that will allow for small groups of selected students to receive an intervention targeted at specific skill deficit areas. Using reading data, student learning needs will be identified and groups created to support struggling learners. This will be monitored through para-logs/lesson plans and progress monitoring and the Site Intervention Team.	Academic Support Program	Tier 3	Implement	08/21/2019	06/01/2020	\$8413	Title I Schoolwide	Building Principal, Interventionist, and Title 1 Paraprofessionals

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Activity - Collaboration with Parents/Guardians	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln Heights will notify and invite parents/guardians to collaborate on reading intervention plans for their child R-TFI-2.6, 3.7). Reading Intervention Plan, in general, will be discussed at Parent Curriculum Night and Muffins with Mom. Students with an Individual Reading Intervention Plan will meet with their child's teacher during Parent-Teacher conferences to review their child's plan. Other opportunities throughout the year include meeting in person, phone and/or email. This will be monitored through parent sign-sheets and documentation on Individual Reading Intervention Plans.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$200	Title I Part A	Classroom Teacher(s) and Principal
Activity - Reading Interventions and Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln Heights uses a formal process for selecting evidence-based reading interventions (R-TFI 2.3). Lincoln Heights uses a data-based process for matching student needs to specific reading interventions and uses a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5). Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6). The scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7). This will be monitored through collection of progress monitoring data and Benchmarks assessment data.	Academic Support Program	Tier 3		08/21/2019	06/01/2020	\$0	No Funding Required	Interventionists, Paraprofessionals, and Building Principal
Activity - Collecting and Monitoring Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school collects and monitors intervention data for Tier II, this includes student access to reading intervention supports, gathering progress-monitoring data with fidelity, utilizing a data system to display student reading progress, and the fidelity of Tier II interventions (R-FTI 2.9, 2.10, 2.11, 2.12). For Tier III, this includes diagnostic data, monitoring the percent of students responding to Tier III supports, the fidelity of Tier III interventions, and adjusting intensive reading intervention plans based on decision rules (R-TFI 3.9, 3.10, 3.11, 3.12). This will be monitored through the generation of assessment reports and recording of progress in Weekly PLC with a focus around formative assessment data and Data Conversations (Data Boards).	Academic Support Program, Teacher Collaboration, Evaluation, Monitor	Tier 2	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Principal, Interventionist, Instructional Coach, Classroom Teachers, Para Professionals

Strategy 5:

Structured Teams - Structured teams will regularly collaborate to fully implement a systematic approach to reading aligned with MIBLSI and Taking Action: RTI

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(Solution Tree) resulting in increased student achievement.

Category: English/Language Arts

Research Cited: Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). Creating and sustaining professional learning communities. Research Report Number 637. London, England: General Teaching Council for England, Department for Education and Skills.

Buyssse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children*, 69(3), 263–277

Dunne, F. Nave, B., & Lewis, A. (2000). Critical friends groups: Teachers helping teachers to improve student learning. [electronic version]. *Phi Delta Kappan*, 28.

Competing Why Talking Points (June 2017). Michigan's Integrated Behavior and Learning Support Initiative, MDE

Taking Action: RTI (Solution Tree)

Tier: Tier 1

Activity - PLC/Grade Level Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Certified Staff will meet with grade level PLC teams weekly, and may also meet across grade levels. Grade level PLC teams will support the implementation of Tier 1 and Tier II reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5). These PLC teams work to support students who are not making adequate progress in the Tier 1 Core Reading Curriculum, as well as students with intensive reading needs (R-TFI 2.2, 3.1). Teachers will work towards answering the following questions: What do we want kids to know? How will you know they know it? What do you do if they do not know it? and What will you do if they do know? These, along with student data will help drive instruction and increase student achievement. Grade-Level PLC Teams will use a process for data-based decision making, monitor the implementation of grade-level instructional plans (R-TFI 1.24, 1.26) For Tier II supports, Grade-Level PLC Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14) This will be monitored through completed discussion and planning notes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Building Principal, Instructional Coach and Teachers K-5

Activity - School Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The School Leadership Team will support the implementation of the Tier 1 reading /behavior systems using an effective team meeting process and coordinating with other school teams (R-TFI 1.1, 1.2, 1.3). The Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1). The team collects Tier I system Fidelity data, monitors the health and implementation of the School-Wide Reading Plan/Taking Action:RTI, and uses a process for data-based decision making (R-TFI 1.21, 1.22, 1.23,1.25). This team provides a status report on student reading performance to stakeholders (R-TFI 1.27). The School-Leadership Team uses system-level coaching (R-TFI 1.17). This will be monitored through agendas, minutes, and reports.	Academic Support Program, Teacher Collaboration, Implementation, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	School Leadership Team
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Activity - Student Support Teams (SIT and BSIT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIT: Takes primary responsibility for problem-solving, diagnosing, planning and monitoring the interventions provided for each student at tier III. The school Intervention team will look at tier II/III identification and delivery process, also look at data weekly of the students well below proficiency. The Site Intervention Team will refer to the appropriate team/evaluation when no response to intervention is documented.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Site Intervention Team and Behavior Site Intervention Team
BSIT:Takes primary responsibility for problem-solving, planning and monitoring the behavior plans/interventions provided for each student at tier II/ III. The behavior Intervention team will look at tier II/III identification and delivery process, also look at data weekly.	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Site Intervention Team and Behavior Site Intervention Team

Strategy 6:

Ensuring Resources for Instruction, Assessment, and Data Analysis - The strategy will allow for collaboration and needed resources to fully implement a systematic approach to reading aligned with MIBLSI by 2020 as measured by student outcomes and the Reading Tiered Fidelity Inventory (R-TFI) reaching and maintaining 80% fidelity.

Category: English/Language Arts

Research Cited: Michigan Department of Education. "MIBLSI: Michigan's Integrated Behavior and Learning Support Initiative," 2015.

St. Martin, K., Nantais, M., Harms, A., & Huth, E. (2015). "Reading Tiered Fidelity Inventory (Elementary-Level Edition). Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.

Tier: Tier 1

Activity - Core Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Written guidelines are available for teaching the core reading program. (R-TFI 1.12) This will be monitored through the implementation of the core reading program.	Direct Instruction, Materials	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Chief Academic Officer, Principal, Instructional Coach
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Activity - School-Wide Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school has identified an individual(s) to assist in the data coordination for school-wide reading assessments (R-TFI 1.13). A district-provided school-wide reading universal screening assessment schedule is available (R-TFI 1.14). Staff collect universal screening data with fidelity and Lincoln Heights uses a data system(s) that allows access to universal screening assessment reports. (R-TFI 1.19, 1.20). This will be monitored through the generation of assessment reports and the use PLC process.	Evaluation	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Chief Academic Officer, Principal, Instructional Coach, Interventionist, Paraprofessionals, Classroom Teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15). Staff will be provided with the General Education Leadership Network Essential Practices to guide their professional growth. Staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8). This will be monitored through the implementation and observation of best practice teaching.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers, Interventionist, Para Professionals

Goal 2: All students at Lincoln Heights Elementary will become proficient in math.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency , in Mathematics by 05/17/2019 as measured by STAR Math.

Strategy 1:

Instructional Delivery - Instructional Delivery - All teachers of mathematics will teach mathematics for a minimum of one hour, five days per week. Investigations 3 will be the primary curriculum used to deliver mathematics instruction.

Category: Mathematics

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Research Cited: Maggie Siena, From Reading to Math: How Best Practices in Literacy Can Make You a Better Math Teacher, Grades K–5

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

Fisher, D., Frey, N., (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: ASCD.

Heuser, D. (2000). Mathematics workshop: Mathematics class becomes learner centered. Teaching Children Mathematics, 6(5), 288.

Tier: Tier 1

Activity - Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of mathematics will deliver math instruction using the launch, explore, summarize model during the one hour math block, five days per week. The launch, explore, summarize will include a math warm-up, launch/focus lesson, explore/guided exploration, discovery/collaborative learning and a summary/closing. Teachers will follow a pacing guide and meet with grade level colleagues to ensure they are on track with math instruction. This will be monitored through lesson plans and observations.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers of Math K-5 Instructional Coach Building Principal
Activity - Scope and Sequence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Investigations 3 as the primary resource for math instruction, teachers will follow a scope and sequence that maps out what, where, and when all standards will be taught. Following a scope and sequence will ensure standards are taught to mastery. This will be monitored through the completed scope and sequence document and lesson plans.	Curriculum Development	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	Teachers of math K-5, Instructional Coach and Building Principal

Strategy 2:

Fact Fluency - By the end of grade 2, students should know the basic addition and subtraction combinations, should be fluent in adding two-digit numbers and should have methods for subtracting two-digit numbers. At the grades 3–5 level, as students develop the basic number combinations for multiplication and division, they should also develop reliable strategies to solve arithmetic problems efficiently and accurately. These methods should be applied to larger numbers and practiced for fluency (NCTM, 2003).

Category: Mathematics

Research Cited: Carnine, D. W. & Stein, M. (1981). Organizational strategies and practice procedures for teaching basic facts. Journal for Research in Mathematics Education, 12(1), 65-69.

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Hasselbring, T. S., Goin, L. T., & Bransford, J. D. (1987). Effective Math Instruction: Developing Automaticity. *Teaching Exceptional Children*, 19(3) 30-33.

Isaacs, A. C. & Carroll, W. M. (1999). Strategies for basic-facts instruction. *Teaching Children Mathematics*, 5(9), 508-515.

National Council of Teachers of Mathematics (2000). Number and operations standard in Chapter 3 Standards in Standards and principles for school mathematics. Retrieved June 5, 2003 from <http://standards.nctm.org/document/chapter3/numb.htm>

Tier: Tier 1

Activity - Fact Fluency Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln Heights will develop and implement a school-wide system for daily fact fluency practice, outside of the core math instruction. Teachers K-2 will focus on addition and subtraction facts and 3-5 on multiplication and division facts. By the end of grade 2, students should know the basic addition and subtraction combinations, should be fluent in adding two-digit numbers, and should have methods for subtracting two-digit numbers. At the grades 3–5 level, as students develop the basic number combinations for multiplication and division, they should also develop reliable strategies to solve arithmetic problems efficiently and accurately. These methods should be applied to larger numbers and practiced for fluency. Homework and an acknowledgement system for mastering fact levels will also be implemented utilizing Reflex Math, MobyMax and/or XtraMath. Fact Fluency will be tested a minimum of 4 times per year and the data collected for analysis. This will be monitored through the acknowledgement system, assessments, homework, and lesson plans.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$3300	Title I Schoolwide	Building Principal, Instructional Coach and Teachers of Math K-5

Strategy 3:

Parent Curriculum Night - The purpose of the curriculum night/open house is for parents and guardians to meet with classroom teachers and/or specialist to learn about grade level curriculum and expectations (academic and behavioral) for the year. Parents will be provided with information about Title 1 and all available resources to support students with MTSS.

Category: School Culture

Research Cited: Burcu & Sungur, 2009; Coleman, 1991; Comer 1986; Epstein, 1991, 1992; Ho Sui-Chi & Willms, 1996; Lareau, 1989; McNeal, 1999; National Associate of Secondary School Principals, 1992; Patel, 2006; Walberg, 1984 Epstein, J. (1992). School and family partnerships. In M. Akin (Ed.), *Encyclopedia of educational research* (6th ed., pp.1139-11151). New York, NY: Macmillan. Patrikakou, E. N., Weissberg, R. P., Redding S., & Walberg H. J., (Eds.). (2005). *School family partnerships: Fostering children's school success*. New York: Teachers College Press.

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Tier: Tier 1

Activity - Parent Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In August, all teachers (individual or as a grade level) will host a curriculum night to inform parents of grade level curriculum, expectations (behavior and academic) as well as policies and procedures. Curriculum night will be monitored through classroom sign-in sheets (attendance).	Parent Involvement	Tier 1	Implement	08/20/2019	08/20/2019	\$861	Title I Part A	All Teachers K-5

Strategy 4:

Instructional Coaching - One Instructional Coach K-5 will bring evidence based practices into the classrooms by working with teacher and school leaders. Instructional conversations and coaching will take place with goals of increasing student engagement, improving student achievement and building teacher capacity within the school.

Category: Learning Support Systems

Research Cited: "Instructional Coaching: Professional Development Strategies That Improve Instruction," Op. cit., p. 7.

Neufeld, B., and D. Roper. "Coaching: A Strategy for Developing Instructional Capacity." The Annenberg Institute for School Reform. 2003, p. 19.

<http://annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf>

Kline, D., et al. "Best Practices in Evaluating the Impact of Instructional Coaching on Teaching and Learning: Final Report." APQC Education Advanced Working Group, 2011, p. 3. Accessible from: http://www.apqceducation.org/knowledge-base/download-documents/cat_view/72-benchmarking-research/71-evaluating-the-impact-of-instructional-coaching-on-teaching-and-learning

Tier: Tier 1

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Instructional coach will create partnerships, help teachers use effective teaching strategies based on student data, build capacity for effective instructional practices within specific content areas, analyze data and assessment for learning, classroom management and reflection. This will be monitored through coaching cycles documentation and PLC work.	Teacher Collaboration	Tier 1	Implement	08/21/2019	06/04/2020	\$97619	Title I Schoolwide	Building Principal, Instructional Coach, Teachers K-5
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Activity - Coaching Schedule and Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Principal and Instructional Coach will work together to develop a coaching schedule and cycle. This will be monitored with the completed coaching schedule and cycles document.	Professional Learning, Academic Support Program	Tier 1		08/21/2018	05/31/2019	\$0	No Funding Required	Building Principal and Instructional Coach

Strategy 5:

Professional Learning Communities - Staff will begin having conversations during PLC's around unpacking CCSS in core areas with the goal of teachers having in-depth knowledge of standards and curriculum to increase student achievement.

Category: Mathematics

Research Cited: Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). Creating and sustaining professional learning communities. Research Report Number 637. London, England: General Teaching Council for England, Department for Education and Skills.

Buyssse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children*, 69(3), 263–277

Dunne, F. Nave, B., & Lewis, A. (2000). Critical friends groups: Teachers helping teachers to improve student learning. [electronic version]. *Phi Delta Kappan*, 28.

Tier: Tier 1

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will meet with grade-level teams, and may also meet across grade levels. PLC time will be used to align CCSS across all content areas to ensure standards are being taught in depth. Teachers will work towards answering the following questions: What do we want kids to know? How will you know they know it? What do you do if they do not know it? and What will you do if they do know? These, along with student data will help drive instruction and increase student achievement. This will be monitored through data collection and observations.	Professional Learning	Tier 1	Implement	01/06/2020	05/29/2020	\$0	No Funding Required	Building Principal, Instructional Coach, and Teachers K-5

Goal 3: All staff and students at Lincoln Heights will contribute to a safe and positive school climate.

Measurable Objective 1:

collaborate to fully implement a systematic approach to behavior expectations and discipline aligned with MIBLSI by 2020 as measured by SWIS and SWPBIS-TFI reaching and maintaining 70% fidelity by 06/05/2020 as measured by the PBIS-Tiered Fidelity Inventory.

Strategy 1:

Implementation of Positive Behavioral Interventions and Supports (PBIS) - School-wide expectations will be taught, posted and re-taught throughout the school year and teachers will ensure that classroom expectations are clear/defined and consistent. All Tiers of PBIS will be implemented as outlined by PBIS and as learned through PD.

Category: School Culture

Research Cited: Association for Positive Behavior Support. (n.d.[b]). Retrieved June 1, 2009, from www.apbs.org/new_apbs/researchIntro.aspx.

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

Chicago Public Schools Toolkit. (n.d.). What Does the Research Say? Retrieved December 9, 2008, from www.cpstoolkit.cps.k12.il.us/StrategyPage.aspx?id=63.

Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (Eds.). (2008). Handbook of Positive Behavior Support (Issues in Clinical Child Psychology). New York: Springer.

Tier: Tier 1

Activity - Teaching and Defining Behavioral Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lincoln Heights will have five or fewer positively stated behavior expectations and examples by setting/location for student and staff behaviors defined and in place (SWPBIS-TFI 1.3). The expected academics and social behaviors are taught directly to all students in classrooms and across other settings/locations (SWPBIS-TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed versus staff-managed problems (SWPBIS-TFI 1.5). This will be monitored visual posters of expectations mounted in each setting/location, building schedule for teaching expectations, lesson plans and policy/procedure handbook.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2018	06/05/2020	\$500	Title I Schoolwide	Administration, PBIS team, All LH Staff

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Activity - Discipline Policies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS -TFI 1.6). This will be monitored through the policy/procedure handbook, which includes the teacher matrix and flowchart.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	SLT Team and ALL Staff
Activity - MTSS / RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7). This will be monitored through staff meeting agendas/minutes and the Lincoln Heights MTSS Implementation Plan and SIT/BSIT.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	SLT Team
Activity - Classroom Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems (SWPBIS-THI 1.8). This will be monitored through observations and lesson plans.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	No Funding Required	All Staff
Activity - Feedback and Acknowledgement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across setting and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (SWPBIS-TFI 1.9). This will be monitored through staff handbook TFI walk through tool.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	05/01/2020	\$0	No Funding Required	PBIS Team and Staff
Activity - Faculty Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Faculty are shown school-wide data regularly and provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months (SWPBIS-TFI 1.10). This will be monitored through meeting agendas/minutes, PBIS Self-Assessment Survey. Staff will review in PLCs data to inform Tier II instruction on a weekly basis.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	05/01/2020	\$0	No Funding Required	All Staff
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Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders (faculty, students, and families) provide input on universal foundations at least every 12 months (SWPBIS-TFI 1.11). This will be measured through staff, student and parent surveys and team meeting agendas/minutes.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	05/31/2019	05/01/2020	\$0	No Funding Required	SLT

Strategy 2:

Structured Teams - Structured teams will regularly collaborate to fully implement a systematic approach to behavior aligned with MIBSI resulting in positive student behavior and increased student achievement.

Category: School Culture

Research Cited: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). "School-Wide PBIS Tiered Fidelity Inventory." OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

Tier: Tier 2

Activity - School Leadership Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will support the implementation of the Tier I, Tier II, and Tier III PBIS system that uses an effective team meeting process (SWPBIS-TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2). This will be monitored through team meeting agendas and minutes.	Teacher Collaboration, Implementation, Behavioral Support Program	Tier 1	Implement	08/21/2018	05/01/2020	\$0	No Funding Required	Principal, School Social Worker, Instructional Coach, Classroom Teachers, Specialists

Activity - Site Intervention Team (SIT), Behavior Site Intervention Team (BSIT)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A Behavior Site Intervention Team (BSIT) will be established to design, implement, monitor, and adapt Tier II, III interventions, as well as individualized student support plans (SWPBIS-TFI 3.4) This will be monitored through SWIS, SRSS, and Progress Monitoring of plans and interventions.	Behavioral Support Program	Tier 3	Implement	08/21/2019	06/05/2020	\$0	No Funding Required	Principal, School Social Worker, School Psychologist, Classroom Teacher, Teacher Consultant, All Staff involved in the plans and supports.
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Strategy 3:

Implementation of a Behavior Intervention System - A behavioral intervention system will be implemented to provide multiple ongoing behavior support based on student need. Behavioral interventions may include additional instruction time, small group and/or targeted interventions.

Category: School Culture

Research Cited: Algozzine, B., Barrett, S., Eber, L., George, J., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

<https://miblsi.org>

Tier: Tier 2

Activity - Intervention Process and Critical Features	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (SWPBIS-TFI 2.5, 2.6, 2.7). This will be monitored through Tier II lesson plans, progress reports, data used to identify interventions, and school policy.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$0	No Funding Required	SIT and BSIT, as well as PLCs

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Activity - Access to Intervention Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to, and are included in, Tier I supports (SWPBIS-TFI 2.8). Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports (SWPBIS-TFI 3.13). This will be monitored through Tier II lesson plans and Tier III student behavior support plans.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$0	No Funding Required	PBIS Team

Strategy 4:

Ensuring Resources for Instruction, Assessment, and Data Analysis - The strategy will allow for collaboration and needed resources to fully implement a systematic approach to behavior aligned with MIBLSI by 2020 as measured by student outcomes and the Reading Tiered Fidelity Inventory (R-TFI) reaching and maintaining 80% fidelity.

Category: School Culture

Research Cited: Michigan Department of Education. "MIBLSI: Michigan's Integrated Behavior and Learning Support Initiative," 2015.

St. Martin, K., Nantais, M., Harms, A., & Huth, E. (2015). "Reading Tiered Fidelity Inventory (Elementary-Level Edition). Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

Tier: Tier 3

Activity - Staffing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students in Tier II, III supports (SWPBIS-TFI 3.5). PBIS Team meeting agendas/minutes.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$0	No Funding Required	Administration and PBIS Team

Activity - Student/Family/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team/school has a district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions as needed (SWPBIS-TFI 3.6. This will be monitored through student behavior support plans,	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/31/2019	\$0	No Funding Required	PBIS Team and Social Worker

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Activity - Quality of Life, Academic, Social and Physical Assessment Indicators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment includes students strengths and identification of student family preferences for individualized support options to meet their stated needs across life domains (SWPBIS-TFI 3.8). Assessment data are available for academic, behavioral, medical, and mental health strengths and needs (SWPBIS-TFI 3.9). This will be monitored through student behavior support plans.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$0	No Funding Required	Admin, BSIT, All Involved Staff
Activity - Behavior Support Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (behavioral function) (SWPBIS-TFI 3.10). They also include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place (SWPBIS-TFI 3.11). Plans requiring extensive and coordinated support, documents quality of life strengths and needs to be completed by formal supporters (SWPBIS-TFI 3.12). This will be monitored through student behavior support plans, support plan requiring extensive support and support plan worksheet.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$500	General Fund	PBIS Team, Social Worker, Teacher Consultant, and/or School Psychologist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Muffins with Mom	Muffins with Mom will provide an opportunity for parents to visit their child's classroom during the school day and participate in an activity with their child. Parents will also attend a meeting regarding the 3rd Grade Reading Law and learn ways to support their child's reading development. This will be monitored through parents sign-in sheets.	Policy and Process, Communication, Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$300	Building Principal, School wide with a K-1 focus
Parent Curriculum Night	In August, all teachers (individual or as a grade level) will host a curriculum night to inform parents of grade level curriculum, expectations (behavior and academic) as well as policies and procedures. Curriculum night will be monitored through classroom sign-in sheets (attendance).	Parent Involvement	Tier 1	Implement	08/20/2019	08/20/2019	\$861	All Teachers K-5
Parent Curriculum Night	In August, all teachers (individual or as a grade level) will host a curriculum night/open house to inform parents of grade level curriculum, expectations (behavior and academic) as well as policies and procedures. This will be monitored through classroom sign-in (attendance) sheets.	Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$862	All teachers professional staff
Collaboration with Parents/Guardians	Lincoln Heights will notify and invite parents/guardians to collaborate on reading intervention plans for their child R-TFI-2.6, 3.7). Reading Intervention Plan, in general, will be discussed at Parent Curriculum Night and Muffins with Mom. Students with an Individual Reading Intervention Plan will meet with their child's teacher during Parent-Teacher conferences to review their child's plan. Other opportunities throughout the year include meeting in person, phone and/or email. This will be monitored through parent sign-sheets and documentation on Individual Reading Intervention Plans.	Academic Support Program	Tier 2	Implement	08/21/2019	06/01/2020	\$200	Classroom Teacher(s) and Principal

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Site Intervention Team (SIT), Behavior Site Intervention Team (BSIT)	A Behavior Site Intervention Team (BSIT) will be established to design, implement, monitor, and adapt Tier II, III interventions, as well as individualized student support plans (SWPBIS-TFI 3.4) This will be monitored through SWIS, SRSS, and Progress Monitoring of plans and interventions.	Behavioral Support Program	Tier 3	Implement	08/21/2019	06/05/2020	\$0	Principal, School Social Worker, School Psychologist, Classroom Teacher, Teacher Consultant, All Staff involved in the plans and supports.
Intervention Process and Critical Features	Multiple ongoing behavior support interventions with documented evidence of effectiveness to match students needs are available that provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback. Interventions will be selected following a formal process that matches the intervention to student needs and adapts to improve the contextual fit (SWPBIS-TFI 2.5, 2.6, 2.7). This will be monitored through Tier II lesson plans, progress reports, data used to identify interventions, and school policy.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$0	SIT and BSIT, as well as PLCs
Accelerated Reader	Students will utilize Accelerated Reader, during Independent Reading, to practice reading and comprehension. Students will read a book, take an AR quiz and get immediate feedback. Students will choose and read a fiction or non-fiction book in their independent reading level/range. After students take a quiz, the teacher receives information that is intended to assist, motivate reading, monitor progress, and target instruction. Reports regarding reading level and comprehension skills are available through the software. This will be monitored through Accelerated Reader reports.	Academic Support Program	Tier 1	Monitor	08/21/2019	05/15/2020	\$0	All teachers of reading grades 1-5.

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Reading Interventions and Plan	Lincoln Heights uses a formal process for selecting evidence-based reading interventions (R-TFI 2.3). Lincoln Heights uses a data-based process for matching student needs to specific reading interventions and uses a variety of data sources to design intensive reading intervention plans (R-TFI 2.4, 3.5). Intervention groups are appropriate for students receiving reading intervention and intervention variables are altered to intensify reading intervention supports, as needed (R-TFI 2.5, 3.6). The scheduling of reading interventions is coordinated with Tier I reading supports (R-TFI 2.7). This will be monitored through collection of progress monitoring data and Benchmarks assessment data.	Academic Support Program	Tier 3		08/21/2019	06/01/2020	\$0	Interventionists, Paraprofessionals, and Building Principal
Classroom Procedures	Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems (SWPBIS-THI 1.8). This will be monitored through observations and lesson plans.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	All Staff
School-Wide Reading Assessments	The school has identified an individual(s) to assist in the data coordination for school-wide reading assessments (R-TFI 1.13). A district-provided school-wide reading universal screening assessment schedule is available (R-TFI 1.14). Staff collect universal screening data with fidelity and Lincoln Heights uses a data system(s) that allows access to universal screening assessment reports. (R-TFI 1.19, 1.20). This will be monitored through the generation of assessment reports and the use PLC process.	Evaluation	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Chief Academic Officer, Principal, Instructional Coach, Interventionist, Paraprofessionals, Classroom Teachers
School Leadership Team	The School Leadership Team will support the implementation of the Tier 1 reading /behavior systems using an effective team meeting process and coordinating with other school teams (R-TFI 1.1, 1.2, 1.3). The Team defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits (R-TFI 2.1). The team collects Tier I system Fidelity data, monitors the health and implementation of the School-Wide Reading Plan/Taking Action:RTI, and uses a process for data-based decision making (R-TFI 1.21, 1.22, 1.23,1.25). This team provides a status report on student reading performance to stakeholders (R-TFI 1.27). The School-Leadership Team uses system-level coaching (R-TFI 1.17). This will be monitored through agendas, minutes, and reports.	Academic Support Program, Teacher Collaboration, Implementation, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	School Leadership Team

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Quality of Life, Academic, Social and Physical Assessment Indicators	Assessment includes students strengths and identification of student family preferences for individualized support options to meet their stated needs across life domains (SWPBIS-TFI 3.8). Assessment data are available for academic, behavioral, medical, and mental health strengths and needs (SWPBIS-TFI 3.9). This will be monitored through student behavior support plans.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$0	Admin, BSIT, All Involved Staff
Coaching Schedule and Cycles	The Instructional Coach will develop and share with staff a coaching menu that will distinguish between coaching services and coaching cycles. Staff will be expected to participate in at least one coaching cycle per year (4-6 weeks). This will be monitored through the coaching schedules and documentation of coaching cycles.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Building Principal, Instructional Coach, and professional staff as well as interventionists and paraprofessionals.
Student/Family/Community Involvement	The team/school has a district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions as needed (SWPBIS-TFI 3.6). This will be monitored through student behavior support plans,	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/31/2019	\$0	PBIS Team and Social Worker
PLC	Teachers K-5 will meet with grade-level teams, and may also meet across grade levels. PLC time will be used to align CCSS across all content areas to ensure standards are being taught in depth. Teachers will work towards answering the following questions: What do we want kids to know? How will you know they know it? What do you do if they do not know it? and What will you do if they do know? These, along with student data will help drive instruction and increase student achievement. This will be monitored through data collection and observations.	Professional Learning	Tier 1	Implement	01/06/2020	05/29/2020	\$0	Building Principal, Instructional Coach, and Teachers K-5
Professional Learning	Professional Learning is purposely selected for supporting the implementation of a School-Wide Reading Plan (R-TFI 1.15). Staff will be provided with the General Education Leadership Network Essential Practices to guide their professional growth. Staff providing reading interventions and intensive reading intervention plans receive implementation supports (R-TFI 2.8, 3.8). This will be monitored through the implementation and observation of best practice teaching.	Professional Learning	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Principal, Instructional Coach, Classroom Teachers, Interventionist, Para Professionals

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Math Instruction	Teachers of mathematics will deliver math instruction using the launch, explore, summarize model during the one hour math block, five days per week. The launch, explore, summarize will include a math warm-up, launch/focus lesson, explore/guided exploration, discovery/collaborative learning and a summary/closing. Teachers will follow a pacing guide and meet with grade level colleagues to ensure they are on track with math instruction. This will be monitored through lesson plans and observations.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/01/2020	\$0	Teachers of Math K-5 Instructional Coach Building Principal
Phonics Instruction	Staff, K-5, will provide phonics instruction daily using Phonics First (K-2) and/or Benchmark Advance . This activity will be monitored through lesson plans, Benchmark assessment and DIBELS NEXT data.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers K-5, Building Principal, Instructional Coach
Core Reading Program	Written guidelines are available for teaching the core reading program. (R-TFI 1.12) This will be monitored through the implementation of the core reading program.	Direct Instruction, Materials	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Chief Academic Officer, Principal, Instructional Coach
Collecting and Monitoring Data	The school collects and monitors intervention data for Tier II, this includes student access to reading intervention supports, gathering progress-monitoring data with fidelity, utilizing a data system to display student reading progress, and the fidelity of Tier II interventions (R-FTI 2.9, 2.10, 2.11, 2.12). For Tier III, this includes diagnostic data, monitoring the percent of students responding to Tier III supports, the fidelity of Tier III interventions, and adjusting intensive reading intervention plans based on decision rules (R-TFI 3.9, 3.10, 3.11, 3.12). This will be monitored through the generation of assessment reports and recording of progress in Weekly PLC with a focus around formative assessment data and Data Conversations (Data Boards).	Academic Support Program, Teacher Collaboration, Evaluation, Monitor	Tier 2	Implement	08/21/2019	06/01/2020	\$0	Principal, Interventionist, Instructional Coach, Classroom Teachers, Para Professionals
Coaching Schedule and Cycles	The Building Principal and Instructional Coach will work together to develop a coaching schedule and cycle. This will be monitored with the completed coaching schedule and cycles document.	Professional Learning, Academic Support Program	Tier 1		08/21/2018	05/31/2019	\$0	Building Principal and Instructional Coach

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Discipline Policies	The school policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently (SWPBIS -TFI 1.6). This will be monitored through the policy/procedure handbook, which includes the teacher matrix and flowchart.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	SLT Team and ALL Staff
Feedback and Acknowledgement	At least 80% of a sample of staff (interview at least 10% of staff or at least 5 for smaller schools) report currently using (within the last two months) a formal acknowledgement system, including specific feedback when expected behavior is displayed, that is (a) linked to school-wide expectations, (b) used across setting and within classrooms, and (c) received by at least 80% of students (interview at least 10 students) (SWPBIS-TFI 1.9). This will be monitored through staff handbook TFI walk through tool.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	05/01/2020	\$0	PBIS Team and Staff
MTSS / RTI Professional Development	A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance (SWPBIS-TFI 1.7). This will be monitored through staff meeting agendas/minutes and the Lincoln Heights MTSS Implementation Plan and SIT/BSIT.	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	SLT Team
Student Support Teams (SIT and BSIT)	<p>SIT: Takes primary responsibility for problem-solving, diagnosing, planning and monitoring the interventions provided for each student at tier III. The school Intervention team will look at tier II/III identification and delivery process, also look at data weekly of the students well below proficiency. The Site Intervention Team will refer to the appropriate team/evaluation when no response to intervention is documented.</p> <p>BSIT: Takes primary responsibility for problem-solving, planning and monitoring the behavior plans/interventions provided for each student at tier II/ III. The behavior Intervention team will look at tier II/III identification and delivery process, also look at data weekly.</p>	Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Site Intervention Team and Behavior Site Intervention Team

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School Leadership Teams	The school leadership team will support the implementation of the Tier I, Tier II, and Tier III PBIS system that uses an effective team meeting process (SWPBIS-TFI 1.1, 1.2, 2.1, 2.2, 3.1, 3.2). This will be monitored through team meeting agendas and minutes.	Teacher Collaboration, Implementation, Behavioral Support Program	Tier 1	Implement	08/21/2018	05/01/2020	\$0	Principal, School Social Worker, Instructional Coach, Classroom Teachers, Specialists
PLC/Grade Level Teams	Professional Certified Staff will meet with grade level PLC teams weekly, and may also meet across grade levels. Grade level PLC teams will support the implementation of Tier 1 and Tier II reading instruction and use an effective team meeting process (R-TFI 1.4, 1.5). These PLC teams work to support students who are not making adequate progress in the Tier 1 Core Reading Curriculum, as well as students with intensive reading needs (R-TFI 2.2, 3.1). Teachers will work towards answering the following questions: What do we want kids to know? How will you know they know it? What do you do if they do not know it? and What will you do if they do know? These, along with student data will help drive instruction and increase student achievement. Grade-Level PLC Teams will use a process for data-based decision making, monitor the implement grade-level instructional plans (R-TFI 1.24, 1.26) For Tier II supports, Grade-Level PLC Teams monitor the percent of students responding to Tier II supports and adjust reading intervention supports based on individual student progress (R-TFI 2.13, 2.14) This will be monitored through completed discussion and planning notes.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Building Principal, Instructional Coach and Teachers K-5
Scope and Sequence	Using Investigations 3 as the primary resource for math instruction, teachers will follow a scope and sequence that maps out what, where, and when all standards will be taught. Following a scope and sequence will ensure standards are taught to mastery. This will be monitored through the completed scope and sequence document and lesson plans.	Curriculum Development	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers of math K-5, Instructional Coach and Building Principal
Faculty Involvement	Faculty are shown school-wide data regularly and provide input on universal foundations (expectations, acknowledgements, definitions, consequences) at least every 12 months (SWPBIS-TFI 1.10). This will be monitored through meeting agendas/minutes, PBIS Self-Assessment Survey. Staff will review in PLCs data to inform Tier II instruction on a weekly basis.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/01/2019	05/01/2020	\$0	All Staff

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Access to Intervention Supports	Tier II supports are explicitly linked to Tier I supports and students receiving Tier II supports have access to, and are included in, Tier I supports (SWPBIS-TFI 2.8). Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports (SWPBIS-TFI 3.13). This will be monitored through Tier II lesson plans and Tier III student behavior support plans.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	08/21/2018	05/31/2019	\$0	PBIS Team
Staffing	An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for students in Tier II, III supports (SWPBIS-TFI 3.5). PBIS Team meeting agendas/minutes.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$0	Administration and PBIS Team
Parent Volunteer Training	The Instructional Coach will provide training for parent volunteers to educate them around standards of conduct for volunteers and strategies for assisting students. This will be monitored through parent sign-up/sign in and agendas.	Parent Involvement	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Building Principal and Instructional Coach
Phonemic Awareness	Teachers K-2 will provide daily phonemic awareness instruction using Phonemic Awareness: The Skills That They Need To Help Them Succeed! (Haggerty). This will be monitored through teacher lesson plans.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers Kindergarten-2nd grade, building principal, instructional coach
Student/Family/Community Involvement	Stakeholders (faculty, students, and families) provide input on universal foundations at least every 12 months (SWPBIS-TFI 1.11). This will be measured through staff, student and parent surveys and team meeting agendas/minutes.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	05/31/2019	05/01/2020	\$0	SLT

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

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Behavior Support Plans	Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (behavioral function) (SWPBIS-TFI 3.10). They also include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place (SWPBIS-TFI 3.11). Plans requiring extensive and coordinated support, documents quality of life strengths and needs to be completed by formal supporters (SWPBIS-TFI 3.12). This will be monitored through student behavior support plans, support plan requiring extensive support and support plan worksheet.	Behavioral Support Program	Tier 3	Implement	08/21/2018	05/01/2020	\$500	PBIS Team, Social Worker, Teacher Consultant, and/or School Psychologist
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The Instructional coach will create partnerships, help teachers use effective teaching strategies based on student data, build capacity for effective instructional practices within specific content areas, analyze data and assessment for learning, classroom management and reflection. This will be monitored through coaching cycles documentation and PLC work.	Teacher Collaboration	Tier 1	Implement	08/21/2019	06/04/2020	\$97619	Building Principal, Instructional Coach, Teachers K-5

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Instructional Coach	All staff will have access to Instructional coaching. The Instructional coach will create partnerships, help teachers use effective teaching strategies based on student data, build capacity for effective instructional practices within specific content areas, analyze data and assessment for learning, classroom management and reflection. This will be monitored through coaching cycles documentation and R-TFI 1.16. Coaching through staff wide book study and PLC formative assessment data.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/21/2019	06/01/2020	\$95000	Instructional Coach, Teachers K-5, Building Principal
Interventionist	Lincoln Heights will continue to provide an Interventionist who will analyze data and provide interventions to selected students. The Interventionist will also assist Paraprofessionals in grouping and planning for tier 3 interventions for selected students. The interventionist will be provided one 1/2 hour of continuous paid planning time to review student data, generate lessons based off the data, and enter progress monitoring data. This will be monitored through observations, walk throughs, and collaboration.	Academic Support Program	Tier 3	Implement	08/21/2019	06/01/2020	\$18010	Building Principal and Interventionist
Title 1 Paraprofessionals	Two Title 1 Paraprofessionals will work closely with the Interventionist to deliver appropriate instruction that will allow for small groups of selected students to receive an intervention targeted at specific skill deficit areas. Using reading data, student learning needs will be identified and groups created to support struggling learners. This will be monitored through paralogs/lesson plans and progress monitoring and the Site Intervention Team.	Academic Support Program	Tier 3	Implement	08/21/2019	06/01/2020	\$8413	Building Principal, Interventionist, and Title 1 Paraprofessionals

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Teaching and Defining Behavioral Expectations	Lincoln Heights will have five or fewer positively stated behavior expectations and examples by setting/location for student and staff behaviors defined and in place (SWPBIS-TFI 1.3). The expected academics and social behaviors are taught directly to all students in classrooms and across other settings/locations (SWPBIS-TFI 1.4). The school also has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed versus staff-managed problems (SWPBIS-TFI 1.5). This will be monitored visual posters of expectations mounted in each setting/location, building schedule for teaching expectations, lesson plans and policy/procedure handbook.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/21/2018	06/05/2020	\$500	Administration, PBIS team, All LH Staff
Fact Fluency Practice	Lincoln Heights will develop and implement a school-wide system for daily fact fluency practice, outside of the core math instruction. Teachers K-2 will focus on addition and subtraction facts and 3-5 on multiplication and division facts. By the end of grade 2, students should know the basic addition and subtraction combinations, should be fluent in adding two-digit numbers, and should have methods for subtracting two-digit numbers. At the grades 3–5 level, as students develop the basic number combinations for multiplication and division, they should also develop reliable strategies to solve arithmetic problems efficiently and accurately. These methods should be applied to larger numbers and practiced for fluency. Homework and an acknowledgement system for mastering fact levels will also be implemented utilizing Reflex Math, MobyMax and/or XtraMath. Fact Fluency will be tested a minimum of 4 times per year and the data collected for analysis. This will be monitored through the acknowledgement system, assessments, homework, and lesson plans.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$3300	Building Principal, Instructional Coach and Teachers of Math K-5

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-Wide Reading Model	Staff, K-5, will provide 90-120 minutes daily core reading instruction using Benchmark Advance. This activity will be monitored through lesson plans and Benchmark Advance online modules and continuous formative assessment.	Direct Instruction	Tier 1	Implement	08/21/2019	06/01/2020	\$0	Teachers K-5, Building Principal, Instructional Coach