



# **District Improvement Plan**

Lincoln Consolidated School District

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## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### **Improvement Planning Process**

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

For the 2012-2013 school year, a new leadership team for the district school improvement team was established. The team consisted of 4 members (2 central office administrators and 2 building administrators). Using the training from the Leadership and Learning Center, the new team was tasked with: preparing for the External Review, revamping the school improvement process, implementing the data teams protocols at a district level, and incorporating the building level data teams work into district level plans. The vision for this leadership team is to tie everything together into an authentic continuous improvement cycle implemented consistently within and between buildings throughout the district.

The District Improvement Team consists of: All building principals, board member representative (selected at the organizational meeting in January), teacher leaders from each building (selected by building principals), Superintendent, Director of Student Services and Executive Director of Curriculum and Instruction. The teachers and building principals on the team also serve as the building school improvement leaders so information flows between the district level and the building level plans.

The DIT met biweekly to review, revise, and evaluate progress on the DIP, as well as to prepare for the External Review which was conducted in March of 2019. The district was granted system accreditation in April 2019. Moving forward this same team has revised the school improvement plan and reviewed progress bi-annually and continues to have monthly meetings to develop the planning and implementation of the required actions cited in the ER as well as the opportunities for improvement of the future school years.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Building principals coordinate input from building stakeholder groups between DIT meetings: Parent groups meet monthly, staff meets weekly and student groups meet monthly to provide feedback and insights about programming decisions. Board members are invited to attend school improvement staff meetings and have a representative who attends and participates in district improvement meetings. The district continues to seek out a couple of parents to serve on the district school improvement team as suggested by the External Review team.

Staff participates in building plans and are invited to provide feedback to the building representatives (teacher and principal). Parents participate through stakeholder surveys, and by providing feedback to the building principals. Students are invited to participate through student surveys given annually in the buildings.

Central Office administration is charged with chairing the District Improvement Committee.

The District recently went through a structured strategic planning process that included stakeholders from all areas (community, parents, staff, administrators, and students), that designed a comprehensive strategic plan to address the district priorities.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan, once submitted, will be forwarded to the DI Team and posted on the school website and shared by the Superintendent with the full school board. It will also be shared with principals with the expectation that building SI plans as they are revised to incorporate the district strategies as revised.

# **LCS' District Improvement Plan 20-21**



# Overview

**Plan Name**

LCS' District Improvement Plan 20-21

**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 learners are developmentally multi-literate (textual, numerical, social and digital) at each measurement checkpoint.	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$1490000
2	All learners are actively engaged and focused on learning. Interactions are respectful, supportive and focused on lessons that are rigorous and relevant.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$295000
3	LCS Graduates are citizens who understand their role as members of a diverse community, are aware of their unique talents and willingly contribute to their communities. Their interactions model life-long learning skills learned at LCS.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$85500
4	All learners will demonstrate mastery of problem-solving, perseverance and critical thinking/reasoning skills needed to develop creative, relevant and reasonable solutions to specific real-world problems/challenges.	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$1281500

## Goal 1: All learners are developmentally multi-literate (textual, numerical, social and digital) at each measurement checkpoint.

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on district assessment measures in English Language Arts by 06/30/2022 as measured by MSTEP/SAT/MME Reading and Writing, AIMSweb, Accucess, Local Common Assessments.

### Strategy 1:

Progress Monitoring - The district will implement a diagnostic/progress monitoring tool and assessment plan with scheduled monitoring for all grades K-12.

Category: Career and College Ready

Research Cited: National Center for Response to Intervention

EMU Writing Project

ASCD

Leadership and Learning Center

Marzano Research Laboratory

Pearson (<http://www.aimsweb.com/wp-content/uploads/R-CBM-Reference-List.pdf>)

Tier: Tier 1

Activity - Assessment Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an NWEA/MAP assessment plan as well as a formative/summative assessment plan and identify monitoring tools K-12, and frequency of assessment  Schools: All Schools	Monitor	Tier 1	Implement	09/08/2020	06/30/2022	\$26000	General Fund	District administration, building administrators, teacher leaders

Activity - Assessment Tool PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for staff on NWEA, Illuminate, HMH Journeys, Think Central, Freckle, Lexia, Aimsweb, Accucess, and how to develop common assessments for monitoring using SchoolNet  Schools: All Schools	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$17000	Title II Part A	District Admin, building administrators, teacher leaders

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### Strategy 2:

Best Practice Literacy Techniques - Staff will develop a list of best practice teaching techniques/practices emphasizing 21st century skills (i.e Reading Apprenticeship, WISD Early Literacy Network, Assessment Literacy Network, Essential Instructional Practices in Early Literacy, Literacy, and Disciplinary Literacy; Reading/Writers Workshop, 21st century literacy skills from Leadership and Learning Center).

Category: English/Language Arts

Research Cited: Leadership & Learning

ASCD

WestEd (<http://readingapprenticeship.org/cs/ra/print/docs/ra/rr.htm>)

Nancy Atwell

Lucy Culkins

National Reading Association

Tier: Tier 1

Activity - Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will be trained in literacy best practices within, but not limited to, the WISD SOEL, IDIAL, 5 components of reading, strategies in the Journeys program, Essential Practices in Literacy, Nell Dukes' PBL kits, KRA, Fountas and Pinnell, NWEA, MLPP, RazKids, Read Naturally, Reading Apprenticeship, Quill, Actively Learn, Newsela, C3WP, and Assessment Literacy networks. Peer coaching will be supported in regular monthly meetings for trained staff.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	Title II Part A	District Administration, Building administrators, teacher leaders, teachers

### Strategy 3:

Intervention Teachers/Programs - Grant funded intervention teachers (Title I at Brick, 31A at other elementary and middle school buildings) will be identified for each building to implement best practice tier 2-3 literacy intervention programs (LLI, Lexia, SIOP, RA, Freckle, Read 180, System 44, Accucess) across grade levels. These interventions will be designed for students identified through building needs assessments, IEP goals, and diagnostic benchmarking.

Category: Learning Support Systems

Research Cited: National Center for Response to Intervention

Marzano Research Laboratory

Read 180 (<http://read180.scholastic.com/reading-intervention-program/research>)

Reading Specialists in Schools With Exemplary Reading Programs: Functional, Versatile, and Prepared. RM Bean, AL Swan, R Knaub - Reading Teacher, 2003

The changing role of the reading specialist in school reform [reformpsu.edu](http://www.reformpsu.edu) [PDF] AONE Full Text @ MELJA Dole - The Reading Teacher, 2004 - IRA

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The reading specialist: Leadership for the classroom, school, and communityRM Bean - 2009 Leadership and Learning Center Visible Learning, by John Hattie WestEd  
Tier: Tier 2

Activity - Tier 2/3 Program PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for grant and special education funded Intervention Staff on Lexia, LLI, Freckle, SIOP, Accucess, Read 180 and System 44 designed on how to address students' needs using these tools.  Schools: All Schools	Professional Learning	Tier 2	Implement	09/08/2020	06/30/2022	\$1315000	Section 31a, Title II Part A, Title I Part A	District Administration, Building administrators, teacher leaders, teachers

Activity - Freckle Differentiated Instruction Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students the opportunity for differentiation and targeted intervention using Freckle.com. Teachers will work with students to set goals and monitor student progress using the reports provided by the program.  Schools: All Schools	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$15000	Section 31a	Admins, classroom teachers, support staff.

**Strategy 4:**

Extended Day/Year Programs - Grant funded after-school tutoring and summer school will be offered for students who qualify as tier 2/3 and as identified by building needs assessments K-12.

Category: Learning Support Systems

Research Cited: National Center for Quality Afterschool Educations Outcomes of Tutoring: A Meta-analysis of Findings-American Educational Research Journal

Preventing Reading Problems Factors Common to Successful Early Intervention Programs by John J. Pikulski Dr. Carolyn Finch, Eastern Michigan University Nation Center for Quality After School ASCD WestEd

Tier: Tier 2

Activity - After/Summer School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant funding for tutors and materials for after school and summer school.  Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/08/2020	06/30/2022	\$100000	Title I Part A, Section 31a	District Administration, building administrators, teachers

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### Strategy 5:

EL Support - Grant-funded ELL staff will provide direct student support and staff PD to develop literacy for English language acquisition in the general education classroom and for tier 1-3 intervention.

Category: Learning Support Systems

Research Cited: Best Practices for Adolescent ELLs Judith Rance-Roney Five practices that help schools improve educational achievement for teens

All Languages Welcomed Here Orhan Agirdag Educators can create a linguistically plural learning environment, even without bilingual instruction.

Kevin Clark Explicit teaching of English during portions of the school day hastens mastery of the language.

Michigan Association for Bilingual Instruction SIOP

Tier: Tier 2

Activity - EL PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant funded Professional Development from ELL staff for General Ed staff on best practice ELL strategies (ie, SIOP, Freckle, LLI, Lexia) and interventions  Schools: All Schools	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$4000	Title III	District Administration and ELL Staff

### Strategy 6:

The District McKinney-Vento (M-V) Homeless Education Liaison will collaborate with the M-V Consortium Grant Coordinator to identify and serve homeless students throughout the school year. -

Category: Learning Support Systems

Tier: Tier 1

Activity - Activity 1: The District MV Liaison will attend all MV grant consortium meetings (2-6) per school year as professional development. Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity 1: The District MV Liaison will attend all MV grant consortium meetings during the school year as professional development.  Schools: All Schools	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	Title II Part A	EPHY Coordinator

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Activity - Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity 2: The District Liaison will collaborate and coordinate to make all school staff aware of the district responsibilities and strategies for serving homeless students.  Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$1000	Title I Part A	EPHY Coordinator
Activity - Activity 3: The District Liaison will attend the annual MDE Special Populations Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity 3: The District Liaison will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.  Schools: All Schools	Policy and Process	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	Title II Part A	EPHY Coordinator

## Goal 2: All learners are actively engaged and focused on learning. Interactions are respectful, supportive and focused on lessons that are rigorous and relevant.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a behavior of active engagement in learning in Mathematics by 06/30/2022 as measured by administrative walk-throughs and observations, student perception surveys and SWIS data reports.

### Strategy 1:

Data Review on Climate Culture - District and building data teams will collect and analyze climate and culture data through perception surveys for each stakeholder group (staff, students, community); walk-throughs, observations, instructional rounds, SWIS behavior data, and student and staff record data.

Category: School Culture

Research Cited: [www.mcrel.org](http://www.mcrel.org)

Leadership and Learning Center

National Center for RTI

The Search for School Climate: A Review of the Research

Carolyn S. Anderson

University of Arizona

he Study of Factor Structure and Reliability of an Abbreviated School Climate Survey

SY 2019-2020

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Canadian Journal of School Psychology September 2011 26: 241-256

School Structural Characteristics, Student Effort, Peer Associations, and Parental Involvement

The Influence of School- and Individual-Level Factors on Academic Achievement

Endya B. Stewart

Florida State University, endyas@aol.com

Tier: Tier 1

Activity - Climate and Culture Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer annually climate and culture survey to stakeholders, analyze data to establish baseline data on stakeholder perception of district climate and culture.  Schools: All Schools	Behavioral Support Program	Tier 1	Evaluate	09/08/2020	06/30/2022	\$0	No Funding Required	District Administration, Building Administration, Building Staff, District School Improvement Team

Activity - Healthy Culture PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers to be trained in best practices for work focused on bias awareness, trauma responsiveness, culturally responsive instruction, equity, social justice, and organizational health related topics.  Schools: All Schools	Behavioral Support Program	Tier 2	Getting Ready	09/08/2020	06/30/2022	\$10000	Title II Part A	Executive Director of Student Services

### Strategy 2:

Implement Best Practice Strategies/Practices for Culture and Student Engagement - District administration and staff will engage in professional development regarding best strategies/practices for student engagement in core subjects, culture, and building relationships with students.

Category: School Culture

Research Cited: <http://www.loveandlogic.com/t-research.aspx>

STUDENT ENGAGEMENT WITH SCHOOL: CRITICAL CONCEPTUAL AND  
METHODOLOGICAL ISSUES OF THE CONSTRUCT

JAMES J. APPLETON

Gwinnett County Public Schools, Georgia

SANDRA L. CHRISTENSON



## District Improvement Plan

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University of Minnesota

MICHAEL J. FURLONG

University of California Santa Barbara

Capturing Kids Hearts

[http://flippengroup.com/pdf/funding/CompleteSummaryForCKHandTL\\_Sept10.pdf](http://flippengroup.com/pdf/funding/CompleteSummaryForCKHandTL_Sept10.pdf)

Tier: Tier 1

Activity - Culture and Climate Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programming focused on student engagement, strategies for engaging students in core subject (particularly mathematics and science and critical reasoning skills), learning culture, building student relationships, student mentoring, and building soft skills. To include, but not limited to, Second Step, TRAILS, Restorative Practices, PBIS, Choose Love Movement, CPI, and Instructional Rounds PD from the WISD.  Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$30000	Title I Part A, Title II Part A	District Administration, Building Administration, Building Staff

### Strategy 3:

Behavior Interventionists - The district will employ behavior interventionists to work with specific, targeted students who need tier 2 behavior intervention strategies, and develop behavior plans and assist students in small groups to improve student behavior outcomes and ultimately student achievement. Tier I services will also be provided to classrooms to assist with preventive measures including PBIS strategies.

Category: Other - Student Developmental Support

Research Cited: PBIS

National Center for RTI

Tier: Tier 2

Activity - Behavior Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior intervention teachers in K-5 buildings in order to implement PBIS strategies for tier 2 and 3 students using 31A funds at Bishop, Childs and Model, and Title I funded staff at Brick.  Schools: All Schools	Behavioral Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$255000	Title I Part A, Section 31a	Building Administrators, Behavior Interventionists, Classroom Teachers

### Goal 3: LCS Graduates are citizens who understand their role as members of a diverse community, are aware of their unique talents and willingly contribute to their communities. Their interactions model life-long learning skills learned at LCS.

#### Measurable Objective 1:

demonstrate a proficiency in which 90% of all Lincoln students will be college and/or career ready upon high school graduation by 06/30/2022 as measured by MME requirements, SAT scores, National Student Clearinghouse Data, Senior Exit Survey, Mischooldata website.

#### Strategy 1:

Define Academic Benchmarks - Staff and administration will define grade level/content area power standards, unwrap the power standards, create learning targets/I Can statements, create success criteria, and common assessments through a horizontal and vertical lens. College and career readiness assessments will be benchmarked at the end of the 3rd, 5th, 8th, and 12th grade.

Category: Career and College Ready

Research Cited: <http://www2.ed.gov/policy/elsec/leg/blueprint/faq/college-career.pdf>

Condition of College and Career Readiness 2011

<http://www.act.org/research/policymakers/cccr11/pdf/ConditionofCollegeandCareerReadiness2011.pdf>

<http://www.act.org/research/policymakers/cccr11/pdf/ConditionofCollegeandCareerReadiness2011.pdf>

Tier: Tier 1

Activity - Define College/Career-Readiness Benchmarks and Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine the power standards, unwrap the power standards, develop learning targets/I Can statements, develop the success criteria, common assessments, and benchmark college/career assessments  Schools: All Schools	Getting Ready	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$0	No Funding Required	District Improvement Team, Curriculum Development Council, teaching staff, administrators, Curriculum Department, Special Education Department

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### Strategy 2:

Develop Best Practice Strategies - District administration will develop a professional development plan that will incorporate best practice and 21st century high quality teaching practices for classroom teachers and emphasis on mathematical and science reasoning skills across disciplines

Category: Learning Support Systems

Research Cited: [www.ascd.org](http://www.ascd.org)

The Bill and Melinda Gates Foundation:

<http://www.gatesfoundation.org/What-We-Do/US-Program/College-Ready-Education>

ACT

[http://www.nc4ea.org/nc4ea/assets/File/RisingToChallenge\\_Aug2012\\_FINAL.pdf](http://www.nc4ea.org/nc4ea/assets/File/RisingToChallenge_Aug2012_FINAL.pdf)

Tier: Tier 1

Activity - Best Practice Strategies PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will engage in best practice and 21st century high quality teaching strategies as evidenced by the Leadership and Learning Center for college and career readiness, MiExcel Blueprint, NCAN, MCTM, the work of John Hattie, and NSTA and Engineering is Elementary (Brick Staff using Title I Funds)  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$28500	Title II Part A, Title I Part A	District Administration

Activity - Technology Integration PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for staff on how to use implement the use of the available tools within their daily lessons to actively engage students in the use of technology as a functional part of their reasoning and daily learning to prepare them to be college and career ready  Schools: All Schools	Direct Instruction	Tier 1	Implement	09/08/2020	06/30/2022	\$45000	General Fund, Title II Part A	District Administration, Staff Presenters, WISD Instructional Technology Coach

### Strategy 3:

Parent Engagement in Learning - The district will establish and nurture district level coordination of parent activities and events with the intention of increasing awareness of college and career readiness, and having consistent parent involvement and engagement throughout their child's K-12 experience.

Category: School Culture

SY 2019-2020

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Research Cited: National Middle School Association

<http://www.amle.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx>

Educaiton Northwest

<http://educationnorthwest.org/>

National PTA

[http://www.pta.org/archive\\_article\\_details\\_1118251710359.html](http://www.pta.org/archive_article_details_1118251710359.html)

<http://www.sedl.org/connections/resources/evidence.pdf>

Tier: Tier 1

Activity - Parent Education Activities and Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building School Improvement Teams will establish subcommittees to develop a parent involvement events and activities related to curriculum, assessment, and post-secondary planning K-12 and publish a calendar of events in multiple formats with the assistance of the district marketing and PR committee.  Schools: All Schools	Career Preparation /Orientation	Tier 1	Implement	09/08/2020	06/30/2022	\$12000	General Fund	District and Building Improvement Teams, and District Strategic Plan Team, District PR and Marketing Committee

**Goal 4: All learners will demonstrate mastery of problem-solving, perseverance and critical thinking/reasoning skills needed to develop creative, relevant and reasonable solutions to specific real-world problems/challenges.**

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on district assessment measures in Mathematics by 06/30/2022 as measured by problem-solving and inquiry strands of the MSTEP/SAT/MME, NWEA and local common assessments.

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### Strategy 1:

Identify Mathematics Power Standards - Staff will participate in PD on how to unpack and understand state standards, create learning targets, success criteria and common assessments, and realign teaching practices to emphasize power standards and 21st Century mathematics skills.

Category: Mathematics

Research Cited: Catherine Garrison, Dennis Chandler & Michael Ehringhaus Publisher: NMSA & Measured Progress Association and Supervision of Curriculum Development, multiple resources. Leading to Results, Mike Schmoker Leadership and Learning Center, Doug Reeves Study Math Learning

Tier: Tier 1

Activity - Unwrapping Mathematics Standards PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District math leaders will provide professional development for staff leaders on how to identify and implement focused standards into instructional practices through the vertical and horizontal alignment  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	Title II Part A	District Administration

### Strategy 2:

Instructional Best Practices PD - Staff will participate in professional development and embed best practice instructional strategies and high quality 21st century skills in daily lessons. (ie; study math learning, leadership and learning, lesson study)

Category: Mathematics

Research Cited: Effective Mathematics Instruction By Kathlyn Steedly, Ph.D., Kyrie Dragoo, M.Ed., Sousan Arafeh, Ph.D., & Stephen D. Luke, Ed.D. National Dissemination Center for Children with Disabilities (NICHCY) What Makes Professional Development Effective? Results From a National Sample of Teachers Michael S. Garet American Institutes for Research Andrew C Porter University of Wisconsin, Madison Laura Desimone Vanderbilt University Beatrice F Birman American Institutes for Research Kwang Suk Yoon American Institutes for Research Dr. Palladino, math professor, EMU Dr. Imani Goffney, math professor, University of Houston Lori Gildersleeve, MI math project, NCTM High Scope Foundation

Tier: Tier 1

Activity - Mathematics Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development on problem-solving techniques and foundational best practice teaching strategies in mathematics (to include but not limited to: Lead & Learn, Study Math Learning, Lesson Study, Intel Math PD, 8 mathematical practices), with the resources of Math Expressions (math boards, quick practice, math talks, daily routine, fluency/instruction, independent practice), Glencoe Math, Khan Academy, Prodigy, Think Central	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$31500	Title II Part A, Title I Part A	District Administration
Schools: All Schools								

Activity - Science/Social Studies Best Practice PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on problem-solving techniques and foundational best practice teaching strategies in science/social studies to include but not limited to: Lead & Learn, Lesson Study, NGSS, TCI, Mystery Science, Savvas Social Studies resource strategies	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$0	No Funding Required	District administration, building administrators, teachers
Schools: All Schools								

### Strategy 3:

Intervention Teachers - Grant funded intervention teachers will be identified for each building to implement best practice tier 2-3 problem-solving and inquiry interventions (Lexia, SML, Math 180, Do The Math/Do The Math Now, Accucess, Freckle) across grade levels. These interventions will be designed for students identified through building needs assessments, IEP goals, and diagnostic benchmarking.

Category: Learning Support Systems

Research Cited: National Comprehensive Center for Teacher Quality National Center on Response to Intervention ASCD NCTM - Mathematics Specialists and Mathematics Coaches: What Does the Research Say? Brief

Tier: Tier 2

Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant funded (31-A at all other elementaries and MS/HS, Title 1 at Brick) teachers for mathematics intervention (to include but not limited to: push-in support, pull-out support, co-teaching and critical friends group data team support)	Academic Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$1200000	Section 31a, Title I Part A	District Administration
Schools: All Schools								

### Strategy 4:

Administrative and Staff PD in Data Teams - Professional Development will be provided for building principals on how to analyze data and how to lead data team processes within and between buildings to impact instructional practice.

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Category:

Research Cited: Council of Chief State School Officers

American Institutes for Research

Wisconsin Center for Education Research

LONGITUDINAL STUDY OF THE EFFECTS OF PROFESSIONAL DEVELOPMENT  
ON IMPROVING MATHEMATICS AND SCIENCE INSTRUCTION (MSP PD STUDY)  
YEAR 2 PROGRESS REPORT

Supported by

Math-Science Partnership RETA Grant

National Science Foundation

Rolf K. Blank

CCSSO

Bea Birman

Mike Garet

Kwang S. Yoon

Reuben Jacobson

Tier: Tier 1

Activity - Staff PD in Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in data analysis and data team process leadership for administrators and staff using Illuminate, NWEA, M STEP, PSAT/SAT, and other available data sources to identify gaps, areas of weaknesses, and opportunities for improvement  Schools: All Schools	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	Title II Part A	District Administration, Building Administrators

### Strategy 5:

Common Designs for Inquiry and Problem-Solving - Staff and administration will design and implement standards based common lessons and assessments to facilitate the incorporation of essential questions, inquiry and problem-solving into daily instruction.

Category: Other - 21st Century Learning

Research Cited: West Virginia Department of Education

Scaffolding Science Inquiry

Through Lesson Design

Michael Klentschy

Laurie Thompson

## District Improvement Plan

Lincoln Consolidated School District

HEINEMANN

Portsmouth, NH

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Offices and agents throughout the world

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Tier: Tier 1

Activity - Standards Based Grading and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will work to create a common standards based lessons and assessments that emphasize inquiry and problem-solving to be implemented K-12.  Schools: All Schools	Policy and Process	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	Title II Part A	District Administration, Building Administration, and teaching staff



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science/Social Studies Best Practice PD	Professional development on problem-solving techniques and foundational best practice teaching strategies in science/social studies to include but not limited to: Lead & Learn, Lesson Study, NGSS, TCI, Mystery Science, Savvas Social Studies resource strategies	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$0	District administration, building administrators, teachers
Climate and Culture Data Collection	Administer annually climate and culture survey to stakeholders, analyze data to establish baseline data on stakeholder perception of district climate and culture.	Behavioral Support Program	Tier 1	Evaluate	09/08/2020	06/30/2022	\$0	District Administration, Building Administration, Building Staff, District School Improvement Team
Define College/Career-Readiness Benchmarks and Standards	Staff will determine the power standards, unwrap the power standards, develop learning targets/I Can statements, develop the success criteria, common assessments, and benchmark college/career assessments	Getting Ready	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$0	District Improvement Team, Curriculum Development Council, teaching staff, administrators, Curriculum Department, Special Education Department

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## District Improvement Plan

Lincoln Consolidated School District

Technology Integration PD	Professional Development for staff on how to use implement the use of the available tools within their daily lessons to actively engage students in the use of technology as a functional part of their reasoning and daily learning to prepare them to be college and career ready	Direct Instruction	Tier 1	Implement	09/08/2020	06/30/2022	\$20000	District Administration, Staff Presenters, WISD Instructional Technology Coach
Assessment Plan	Develop an NWEA/MAP assessment plan as well as a formative/summative assessment plan and identify monitoring tools K-12, and frequency of assessment	Monitor	Tier 1	Implement	09/08/2020	06/30/2022	\$26000	District administration, building administrators, teacher leaders
Parent Education Activities and Events	District and Building School Improvement Teams will establish subcommittees to develop a parent involvement events and activities related to curriculum, assessment, and post-secondary planning K-12 and publish a calendar of events in multiple formats with the assistance of the district marketing and PR committee.	Career Preparation /Orientation	Tier 1	Implement	09/08/2020	06/30/2022	\$12000	District and Building Improvement Teams, and District Strategic Plan Team, District PR and Marketing Committee

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 1: The District MV Liaison will attend all MV grant consortium meetings (2-6) per school year as professional development. Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator.	Activity 1: The District MV Liaison will attend all MV grant consortium meetings during the school year as professional development.	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
Assessment Tool PD	Professional development for staff on NWEA, Illuminate, HMH Journeys, Think Central, Freckle, Lexia, Aimsweb, Accucess, and how to develop common assessments for monitoring using SchoolNet	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$17000	District Admin, building administrators, teacher leaders

**District Improvement Plan**

Lincoln Consolidated School District

Healthy Culture PD	Professional Development for teachers to be trained in best practices for work focused on bias awareness, trauma responsiveness, culturally responsive instruction, equity, social justice, and organizational health related topics.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2020	06/30/2022	\$10000	Executive Director of Student Services
Staff PD in Data Teams	Professional development in data analysis and data team process leadership for administrators and staff using Illuminate, NWEA, M STEP, PSAT/SAT, and other available data sources to identify gaps, areas of weaknesses, and opportunities for improvement	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	District Administration, Building Administrators
Culture and Climate Professional Development	Programming focused on student engagement, strategies for engaging students in core subject (particularly mathematics and science and critical reasoning skills), learning culture, building student relationships, student mentoring, and building soft skills. To include, but not limited to, Second Step, TRAILS, Restorative Practices, PBIS, Choose Love Movement, CPI, and Instructional Rounds PD from the WISD.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	District Administration, Building Administration, Building Staff
Unwrapping Mathematics Standards PD	District math leaders will provide professional development for staff leaders on how to identify and implement focused standards into instructional practices through the vertical and horizontal alignment	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	District Administration
Activity 3: The District Liaison will attend the annual MDE Special Populations Conference	Activity 3: The District Liaison will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Policy and Process	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
Mathematics Best Practice PD	Professional development on problem-solving techniques and foundational best practice teaching strategies in mathematics (to include but not limited to: Lead & Learn, Study Math Learning, Lesson Study, Intel Math PD, 8 mathematical practices), with the resources of Math Expressions (math boards, quick practice, math talks, daily routine, fluency/instruction, independent practice), Glencoe Math, Khan Academy, Prodigy, Think Central	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$28000	District Administration
Standards Based Grading and Instruction	Administrators and teachers will work to create a common standards based lessons and assessments that emphasize inquiry and problem-solving to be implemented K-12.	Policy and Process	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	District Administration, Building Administration, and teaching staff

## District Improvement Plan

Lincoln Consolidated School District

Tier 2/3 Program PD	Training for grant and special education funded Intervention Staff on Lexia, LLI, Freckle, SIOP, Accucess, Read 180 and System 44 designed on how to address students' needs using these tools.	Professional Learning	Tier 2	Implement	09/08/2020	06/30/2022	\$15000	District Administration, Building administrators, teacher leaders, teachers
Literacy Training	Teacher leaders will be trained in literacy best practices within, but not limited to, the WISD SOEL, IDIAL, 5 components of reading, strategies in the Journeys program, Essential Practices in Literacy, Nell Dukes' PBL kits, KRA, Fountas and Pinnell, NWEA, MLPP, RazKids, Read Naturally, Reading Apprenticeship, Quill, Actively Learn, Newsela, C3WP, and Assessment Literacy networks. Peer coaching will be supported in regular monthly meetings for trained staff.	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	District Administration, Building administrators, teacher leaders, teachers
Technology Integration PD	Professional Development for staff on how to use implement the use of the available tools within their daily lessons to actively engage students in the use of technology as a functional part of their reasoning and daily learning to prepare them to be college and career ready	Direct Instruction	Tier 1	Implement	09/08/2020	06/30/2022	\$25000	District Administration, Staff Presenters, WISD Instructional Technology Coach
Best Practice Strategies PD	Administration and staff will engage in best practice and 21st century high quality teaching strategies as evidenced by the Leadership and Learning Center for college and career readiness, MiExcel Blueprint, NCAN, MCTM, the work of John Hattie, and NSTA and Engineering is Elementary (Brick Staff using Title I Funds)	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$25000	District Administration

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator	Activity 2: The District Liaison will collaborate and coordinate to make all school staff aware of the district responsibilities and strategies for serving homeless students.	Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
After/Summer School Tutoring	Grant funding for tutors and materials for after school and summer school.	Academic Support Program	Tier 2	Monitor	09/08/2020	06/30/2022	\$15000	District Administration, building administrators, teachers

## District Improvement Plan

Lincoln Consolidated School District

Tier 2/3 Program PD	Training for grant and special education funded Intervention Staff on Lexia, LLI, Freckle, SIOP, Accucess, Read 180 and System 44 designed on how to address students' needs using these tools.	Professional Learning	Tier 2	Implement	09/08/2020	06/30/2022	\$800000	District Administration, Building administrators, teacher leaders, teachers
Culture and Climate Professional Development	Programming focused on student engagement, strategies for engaging students in core subject (particularly mathematics and science and critical reasoning skills), learning culture, building student relationships, student mentoring, and building soft skills. To include, but not limited to, Second Step, TRAILS, Restorative Practices, PBIS, Choose Love Movement, CPI, and Instructional Rounds PD from the WISD.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$10000	District Administration, Building Administration, Building Staff
Behavior Intervention Teacher	Behavior intervention teachers in K-5 buildings in order to implement PBIS strategies for tier 2 and 3 students using 31A funds at Bishop, Childs and Model, and Title I funded staff at Brick.	Behavioral Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$35000	Building Administrators, Behavior Interventionists, Classroom Teachers
Intervention Teachers	Grant funded (31-A at all other elementaries and MS/HS, Title 1 at Brick) teachers for mathematics intervention (to include but not limited to: push-in support, pull-out support, co-teaching and critical friends group data team support)	Academic Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$800000	District Administration
Best Practice Strategies PD	Administration and staff will engage in best practice and 21st century high quality teaching strategies as evidenced by the Leadership and Learning Center for college and career readiness, MiExcel Blueprint, NCAN, MCTM, the work of John Hattie, and NSTA and Engineering is Elementary (Brick Staff using Title I Funds)	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$3500	District Administration
Mathematics Best Practice PD	Professional development on problem-solving techniques and foundational best practice teaching strategies in mathematics (to include but not limited to: Lead & Learn, Study Math Learning, Lesson Study, Intel Math PD, 8 mathematical practices), with the resources of Math Expressions (math boards, quick practice, math talks, daily routine, fluency/instruction, independent practice), Glencoe Math, Khan Academy, Prodigy, Think Central	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$3500	District Administration

### Title III

**District Improvement Plan**

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EL PD	Grant funded Professional Development from ELL staff for General Ed staff on best practice ELL strategies (ie, SIOP, Freckle, LLI, Lexia) and interventions	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$4000	District Administration and ELL Staff

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After/Summer School Tutoring	Grant funding for tutors and materials for after school and summer school.	Academic Support Program	Tier 2	Monitor	09/08/2020	06/30/2022	\$85000	District Administration, building administrators, teachers
Intervention Teachers	Grant funded (31-A at all other elementaries and MS/HS, Title 1 at Brick) teachers for mathematics intervention (to include but not limited to: push-in support, pull-out support, co-teaching and critical friends group data team support)	Academic Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$400000	District Administration
Behavior Intervention Teacher	Behavior intervention teachers in K-5 buildings in order to implement PBIS strategies for tier 2 and 3 students using 31A funds at Bishop, Childs and Model, and Title I funded staff at Brick.	Behavioral Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$220000	Building Administrators, Behavior Interventionists, Classroom Teachers
Freckle Differentiated Instruction Tool	Teachers will provide students the opportunity for differentiation and targeted intervention using Freckle.com. Teachers will work with students to set goals and monitor student progress using the reports provided by the program.	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$15000	Admins, classroom teachers, support staff.
Tier 2/3 Program PD	Training for grant and special education funded Intervention Staff on Lexia, LLI, Freckle, SIOP, Accucess, Read 180 and System 44 designed on how to address students' needs using these tools.	Professional Learning	Tier 2	Implement	09/08/2020	06/30/2022	\$500000	District Administration, Building administrators, teacher leaders, teachers

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Plan	Develop an NWEA/MAP assessment plan as well as a formative/summative assessment plan and identify monitoring tools K-12, and frequency of assessment	Monitor	Tier 1	Implement	09/08/2020	06/30/2022	\$26000	District administration, building administrators, teacher leaders
Assessment Tool PD	Professional development for staff on NWEA, Illuminate, HMH Journeys, Think Central, Freckle, Lexia, Aimsweb, Accucess, and how to develop common assessments for monitoring using SchoolNet	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$17000	District Admin, building administrators, teacher leaders
Literacy Training	Teacher leaders will be trained in literacy best practices within, but not limited to, the WISD SOEL, IDIAL, 5 components of reading, strategies in the Journeys program, Essential Practices in Literacy, Nell Dukes' PBL kits, KRA, Fountas and Pinnell, NWEA, MLPP, RazKids, Read Naturally, Reading Apprenticeship, Quill, Actively Learn, Newsela, C3WP, and Assessment Literacy networks. Peer coaching will be supported in regular monthly meetings for trained staff.	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	District Administration, Building administrators, teacher leaders, teachers
Tier 2/3 Program PD	Training for grant and special education funded Intervention Staff on Lexia, LLI, Freckle, SIOP, Accucess, Read 180 and System 44 designed on how to address students' needs using these tools.	Professional Learning	Tier 2	Implement	09/08/2020	06/30/2022	\$1315000	District Administration, Building administrators, teacher leaders, teachers
After/Summer School Tutoring	Grant funding for tutors and materials for after school and summer school.	Academic Support Program	Tier 2	Monitor	09/08/2020	06/30/2022	\$100000	District Administration, building administrators, teachers

## District Improvement Plan

Lincoln Consolidated School District

EL PD	Grant funded Professional Development from ELL staff for General Ed staff on best practice ELL strategies (ie, SIOP, Freckle, LLI, Lexia) and interventions	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$4000	District Administration and ELL Staff
Unwrapping Mathematics Standards PD	District math leaders will provide professional development for staff leaders on how to identify and implement focused standards into instructional practices through the vertical and horizontal alignment	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	District Administration
Mathematics Best Practice PD	Professional development on problem-solving techniques and foundational best practice teaching strategies in mathematics (to include but not limited to: Lead & Learn, Study Math Learning, Lesson Study, Intel Math PD, 8 mathematical practices), with the resources of Math Expressions (math boards, quick practice, math talks, daily routine, fluency/instruction, independent practice), Glencoe Math, Khan Academy, Prodigy, Think Central	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$31500	District Administration
Intervention Teachers	Grant funded (31-A at all other elementaries and MS/HS, Title 1 at Brick) teachers for mathematics intervention (to include but not limited to: push-in support, pull-out support, co-teaching and critical friends group data team support)	Academic Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$1200000	District Administration
Staff PD in Data Teams	Professional development in data analysis and data team process leadership for administrators and staff using Illuminate, NWEA, M STEP, PSAT/SAT, and other available data sources to identify gaps, areas of weaknesses, and opportunities for improvement	Professional Learning	Tier 1	Implement	09/08/2020	06/30/2022	\$10000	District Administration, Building Administrators
Standards Based Grading and Instruction	Administrators and teachers will work to create a common standards based lessons and assessments that emphasize inquiry and problem-solving to be implemented K-12.	Policy and Process	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$20000	District Administration, Building Administration, and teaching staff
Climate and Culture Data Collection	Administer annually climate and culture survey to stakeholders, analyze data to establish baseline data on stakeholder perception of district climate and culture.	Behavioral Support Program	Tier 1	Evaluate	09/08/2020	06/30/2022	\$0	District Administration, Building Administration, Building Staff, District School Improvement Team



## District Improvement Plan

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Culture and Climate Professional Development	Programming focused on student engagement, strategies for engaging students in core subject (particularly mathematics and science and critical reasoning skills), learning culture, building student relationships, student mentoring, and building soft skills. To include, but not limited to, Second Step, TRAILS, Restorative Practices, PBIS, Choose Love Movement, CPI, and Instructional Rounds PD from the WISD.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$30000	District Administration, Building Administration, Building Staff
Define College/Career-Readiness Benchmarks and Standards	Staff will determine the power standards, unwrap the power standards, develop learning targets/I Can statements, develop the success criteria, common assessments, and benchmark college/career assessments	Getting Ready	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$0	District Improvement Team, Curriculum Development Council, teaching staff, administrators, Curriculum Department, Special Education Department
Best Practice Strategies PD	Administration and staff will engage in best practice and 21st century high quality teaching strategies as evidenced by the Leadership and Learning Center for college and career readiness, MiExcel Blueprint, NCAN, MCTM, the work of John Hattie, and NSTA and Engineering is Elementary (Brick Staff using Title I Funds)	Professional Learning	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$28500	District Administration
Parent Education Activities and Events	District and Building School Improvement Teams will establish subcommittees to develop a parent involvement events and activities related to curriculum, assessment, and post-secondary planning K-12 and publish a calendar of events in multiple formats with the assistance of the district marketing and PR committee.	Career Preparation /Orientation	Tier 1	Implement	09/08/2020	06/30/2022	\$12000	District and Building Improvement Teams, and District Strategic Plan Team, District PR and Marketing Committee
Healthy Culture PD	Professional Development for teachers to be trained in best practices for work focused on bias awareness, trauma responsiveness, culturally responsive instruction, equity, social justice, and organizational health related topics.	Behavioral Support Program	Tier 2	Getting Ready	09/08/2020	06/30/2022	\$10000	Executive Director of Student Services

## District Improvement Plan

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Behavior Intervention Teacher	Behavior intervention teachers in K-5 buildings in order to implement PBIS strategies for tier 2 and 3 students using 31A funds at Bishop, Childs and Model, and Title I funded staff at Brick.	Behavioral Support Program	Tier 2	Implement	09/08/2020	06/30/2022	\$255000	Building Administrators, Behavior Interventionists, Classroom Teachers
Technology Integration PD	Professional Development for staff on how to use implement the use of the available tools within their daily lessons to actively engage students in the use of technology as a functional part of their reasoning and daily learning to prepare them to be college and career ready	Direct Instruction	Tier 1	Implement	09/08/2020	06/30/2022	\$45000	District Administration, Staff Presenters, WISD Instructional Technology Coach
Activity 1: The District MV Liaison will attend all MV grant consortium meetings (2-6) per school year as professional development. Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator.	Activity 1: The District MV Liaison will attend all MV grant consortium meetings during the school year as professional development.	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
Activity 2: The District Liaison will collaborate and coordinate with the MV grant coordinator	Activity 2: The District Liaison will collaborate and coordinate to make all school staff aware of the district responsibilities and strategies for serving homeless students.	Academic Support Program	Tier 1	Getting Ready	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
Activity 3: The District Liaison will attend the annual MDE Special Populations Conference	Activity 3: The District Liaison will attend the annual MDE Special Populations Conference to gain information on collaboration and coordination with other educational and community programs serving homeless students and families.	Policy and Process	Tier 1	Implement	09/08/2020	06/30/2022	\$1000	EPHY Coordinator
Freckle Differentiated Instruction Tool	Teachers will provide students the opportunity for differentiation and targeted intervention using Freckle.com. Teachers will work with students to set goals and monitor student progress using the reports provided by the program.	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$15000	Admins, classroom teachers, support staff.
Science/Social Studies Best Practice PD	Professional development on problem-solving techniques and foundational best practice teaching strategies in science/social studies to include but not limited to: Lead & Learn, Lesson Study, NGSS, TCI, Mystery Science, Savvas Social Studies resource strategies	Academic Support Program	Tier 1	Implement	09/08/2020	06/30/2022	\$0	District administration, building administrators, teachers