



# School Improvement Plan Template

**Before filling out any information on this form, please go under File, and Make a Copy to save to your hard drive. Then fill out that copy of the document. This file is to be copied by everyone for use in their district.**

*This template meets the requirements of federal and state statutes.  
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

## Section 1: Building Data

School: Lincoln Elementary School	Plan Date: 11/1/2023
Principal: Mrs. Lana Swingholm	District Approval Date (for TSI, WAEA, CSI):
District: Goshen County School District	Current Identification ( <i>list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI</i> ):
District Representative: Kevin Derby	

## Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
A.1	A clear and compelling purpose statement (e.g. mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.	2.0-Developing

F.4	Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	1.7-Limited

### Section 3: Year-Long Plan

Based on your school’s identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

#### Part 1: Practice Goals and Related Actions

##### High-Impact Domain: A.1-Leadership

**Priority Practice #1:** A clear and compelling purpose statement (e.g. mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p><b>The Leadership team chose to work towards this goal because a school-wide Mission and Vision statement does not exist for Lincoln at this time. The school website states our core value with the statement, “Where Individuals Dare to Excel.” These are great words as Core Values; however, they do not incorporate the Mission and Vision of the staff and community. By creating a collective Mission Statement, the staff and community can work towards cohesiveness with an understanding of our goal to make a difference for student potential. A Vision statement is equally important as we progress towards future goals and objectives as a cohesive learning community.</b></p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li> <li>• <i>Explain how the strategies, in relation to the research, address the needs of your school’s students.</i></li> <li>• <i>Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.</i></li> </ul>	<p>The staff will work collaboratively with students, families, and community representatives to create first, a Vision statement and then a Mission statement unique to Lincoln Elementary. The Vision statement will align with the purpose of our school. The Mission statement will reflect how we will achieve the Vision statement and why it is important.</p>

<p><b>1-Year Adult Practice Goal</b> Provide a <i>measurable goal</i> aligned to the Practice.</p>	<p>By or before March 10, 2024, Lincoln Elementary will create and share a collaborative Mission and Vision statement that includes input from staff, parents, students, and stakeholders.</p>
<p><b>Impact on Performance Goals</b> Describe <i>how</i> the focus on this Practice will impact performance goals.</p>	<p>Setting the direction for a school is of the utmost importance. It is a collective goal that increases shared cohesiveness and gives purpose to the organization. According to effectiveness research, 4.2 is the effect size of creating a shared Mission and Vision.</p>

**Action Plan for Priority Practices #1**

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Identify Community Values	10/20/23	Staff	Identify and define why each value is important in our school.
Identify Purpose of Education	10/20/23	Staff	Identifying quotes and ideas in education and discuss which words are valuable to a collective Mission/Vision.
Create Draft of Mission/Vision	10/20/23	Staff	Cohesively create a draft version of the Mission/Vision statement from staff discussions.
Share Draft with Parent Council	11/7/23	Parent Council meeting	Share Mission and Vision statement with Parent Council for feedback and approval
Share Draft with GCSD Board of Education	12/12/23	Addition to Agenda	Present finalized Mission and Vision statement to Board with explanation as to why we made this a priority to complete on our SIP as well as the process we completed.
Upon Approval, Publish new Mission/Vision on Lincoln website and revisit throughout the year	1/15/23	Tech Department	Finalized Mission/Vision statement on school website, reference to statements throughout the year.

**High-Impact Domain: F.4**

**Priority Practice #2:** Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

<p><b>Practice Rationale</b> <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p><b>Rick DuFour initiated the critical PLC questions in education:</b></p> <ol style="list-style-type: none"><li><b>1. What do we want all student to know and be able to do?</b></li><li><b>2. How will we know if they learn it?</b></li><li><b>3. How will we respond when some students do not learn?</b></li><li><b>4. How will we extend the learning for students who are already proficient?</b></li></ol> <p><b>Lincoln has spent extensive time and continues to pursue the first three questions; however, question four has not been addressed in a formalized way in recent years. The need to address how to extend learning for students who are already proficient continues to be an area of need.</b></p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"><li>• <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i></li><li>• <i>Explain how the strategies, in relation to the research, address the needs of your school's students.</i></li><li>• <i>Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</i></li></ul>	<p>Staff discussion and a collective understanding of what it means for a student to be proficient and the need for extension is the first step to defining the need and creating a roadmap to extension success. The staff will follow the four steps outlined in the Protocol: Adapting Instruction-Extend which is provided by WDE. The steps are listed below and this information comes from section F.4 of the WDE website.</p> <p><b>Step 1: Define Success Criteria Related to the Learner-Centered Problem</b></p> <ul style="list-style-type: none"><li>• Teachers identify their Learner-Centered Problem and the correlating Success Criteria for the week. Effective extended learning opportunities deepen student comprehension about a relevant topic and should link directly to the Success Criteria.</li></ul> <p><b>Step 2: Explore Options for Extending Learning</b></p> <ul style="list-style-type: none"><li>• Teachers determine how students will be engaged in their learning, independently.</li><li>• Consider <b>Content:</b> How else can a student arrive at understanding Success Criteria?<ul style="list-style-type: none"><li>○ Search for learning tasks that directly relate to students</li><li>○ Extend learning by framing Success Criteria through the lens of a different subject or idea</li><li>○ Connect concepts from Success Criteria to a different context or a bigger picture.</li></ul></li><li>• Consider <b>Depth:</b> How can a student extend learning by completing a more complex assignment that ties back to the Success Criteria?</li></ul>

	<ul style="list-style-type: none"> <li>○ Search for tasks that require greater critical thinking and problem solving.</li> <li>○ Select tasks that push students to use newly acquired content or skills in authentic ways.</li> <li>● Consider <b>Structure</b>: How can we ensure that students are engaged with each other while working on extended learning opportunities self-sufficiently? <ul style="list-style-type: none"> <li>○ Search for tasks that allow students to stay connected while working independently</li> <li>○ Select an instructional delivery format for the extension: independent learning, strategically paired partners, cooperative learning, etc.</li> <li>○ Determine the <u>Learning Task</u>.</li> </ul> </li> </ul> <p><b>Step 3: Create an Extended Learning Opportunity</b></p> <ul style="list-style-type: none"> <li>● Ensure that content, depth, and structure are related to the Success Criteria</li> </ul> <p><b>Step 4: Pressure Test Extension Quality</b></p> <ul style="list-style-type: none"> <li>● Cross reference the extended learning opportunity to the Success Criteria and ensure it measures understanding of the Success Criteria, or of a larger context that ties directly to the Success Criteria.</li> <li>● Ensure the extended learning task: <ul style="list-style-type: none"> <li>○ Does not move students ahead in their Learning Progression, which is why anchoring the extended learning opportunity to the Success Criteria is critical.</li> <li>○ Upholds recommendations from the National Association of Gifted Children.</li> <li>○ Continues the student learning rather than asking them to restate things they already know</li> <li>○ Does not require a student to do more work or to do work faster</li> <li>○ Keeps students engaged with peers and the teacher</li> <li>○ Is engaging</li> <li>○ Does not ask the student to play the role of a tutor to another student who has not yet achieved mastery</li> </ul> </li> </ul>
<p><b>1-Year Adult Practice Goal</b>  Provide a <i>measurable goal</i> aligned to the Practice.</p>	<p>By September 1, 2024, Lincoln Elementary will understand DuFour’s essential questions for highly effective PLC’s to delineate classroom data as a process to determine which students are performing at proficiency and have an educational plan of action and to meet the needs of students who are identified as needing extension activities within the general education classroom.</p>

<p><b>Impact on Performance Goals</b> Describe <b>how</b> the focus on this Practice will impact performance goals.</p>	<p>Creating and fostering learning opportunities for all proficiency levels of students is essential to meet the students where they are and extend learning for students who already know and are proficient with classroom-based standards.</p>
---	---

**Action Plan for Priority Practice #2**

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Data-based decision making	On-going (2-week cycles) within PLC data-driven discussions	Benchmark assessment data, weekly assessment data, PLC data planning time	Using the data-based decision making procedures, teams will build lists of interventions needed for student achievement as well as for students needing intervention for extension opportunities.
Extension Opportunity Fridays	5 Green Fridays per Teacher Team.	Each team has to opportunity to create Extension opportunities for nine Fridays for all kids.	Each grade-level Team/Specials team will plan Extension activities for Friday school. These are 1 ½ hour time frames that students engage in differentiated opportunities.

## Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

### WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.7-Partially Meeting Expectations	
Achievement (Numeric value)	47-Below Target	
Growth (Numeric value)	51-Meets Target	
Equity (Numeric value)	54-Meets Target	
EL Progress (Numeric value)	70-Exceeds	
<b>For High Schools Only</b>		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

**ESSA School Performance Goals**

	<b>Current Performance Score (insert a numeric goal)</b>	<b>1 Year Performance Goal (insert a numeric goal)</b>
ESSA Average Indicator Score (0.0-3.0)	Not Identified	
Achievement (Numeric value)	46.3-Below Average	
Growth (Numeric value)	51.1-Average	
Equity (Numeric value)	54.1-Average	
EL Progress (Numeric value)	70-Above Average	
<b>For High Schools Only</b>		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		



**WAEA Alternative School Performance Goals**

	<b>Current Performance Score (insert a numeric score)</b>	<b>1 Year Performance Goal (insert a numeric goal)</b>
Achievement (Numeric value)		
Growth (Numeric value)		
School Climate (Numeric value)		
Engagement (Numeric value)		
<b>For High Schools Only</b>		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

**Content Area Performance Goals**

	<b>Current Performance Score (% Proficient or Above)</b>	<b>1 Year Performance Goal (% Proficient or Above)</b>
ELA (Numeric value)		
Math (Numeric value)		
Science (Numeric value)		

**In-house Relevant Data**


--	--	--

## Section 4: Plan Submission

### Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team’s priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
A.1	A clear and compelling purpose statement (e.g. mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.	2.0	By or before March 10, 2024, Lincoln Elementary will create and share a collaborative Mission and Vision statement that includes input from staff, parents, students, and stakeholders.
F.4	Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	1.7	By September 1, 2024, Lincoln Elementary will understand DuFour’s essential questions for highly effective PLC’s to delineate classroom data as a process to determine which students are performing at proficiency and have an educational plan of action and to meet the needs of students who are identified as needing extension activities within the general education classroom.

### Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
-----------------------------	------

Taren Hendricks	Instructional Facilitator-Literacy Coach
Brenda Lovercheck	School Counselor
Josh Pilkington	Kindergarten Teacher
Olivia Neal	First Grade Teacher
Kaitlyn Bristow	Second Grade Teacher
Abby Bruch	Special Education Teacher
Chris Strampe	PE Teacher
Kay Fabricus	Title 1 Teacher
Katelyn Garrelts	Parent Council President
Lana Swingholm	Principal

<b>District School Improvement Representative Name</b>	<b>Position</b>
Kevin Derby	Curriculum Director