

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

April 26, 2016

LINCOLN ACADEMY OF EXCELLENCE NCES - 50894001363

Forrest City School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status **Objective Met** 10/12/2015

Assess	Level of Development:	Initial: Limited Development 10/05/2015	
		Objective Met - 10/12/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a Leadership Team in place and Teacher Instructional Teams. We are in the early stages of implementing the School Management Team that will consist of the principal, cafeteria manager, office administrator, custodial representative, and a staff representative. We are in the process of establishing our Student Team with input from an outside consultant.	
Plan	Assigned to:	Jana Richey	
	How it will look when fully met:	The Leadership Team will be in place and meeting a minimum of twice monthly in regularly scheduled meetings of at least an hour. This team will consist of the principal and teacher leaders and serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff. Teacher Instructional Teams will be established and meet to discuss data, instruction, assessment, and feedback. The School Management Team will meet once per month.	
	Target Date:	10/16/2015	
	Tasks:		
		1. Determine members of the leadership team.	
		Assigned to:	Jana Richey
		Added date:	10/07/2015
		Target Completion Date:	10/16/2015

		Comments:	One teacher from each team Special Ed representative Counselor Facilitator Principal
		Task Completed:	10/1/2015 12:00:00 AM
	2. Determine members of School Management Team.		
		Assigned to:	Jana Richey
		Added date:	10/07/2015
		Target Completion Date:	10/16/2015
		Comments:	Principal Administrative assistant Cafeteria Manager Custodian Teacher rep
		Task Completed:	10/5/2015 12:00:00 AM
	3. Meet with Vaughn Thompson on Oct. 10 to discuss ideas for Student Leadership Team.		
		Assigned to:	Jana Richey
		Added date:	10/07/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/10/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/12/2015
	Experience:		10/12/2015 This was a fairly easy to task to accomplish. As a school we have been meeting informally during the summer. It was a matter of establishing formal teams and creating agendas for those meetings. The spirit of everyone being involved has contributed to the increased positive climate of the school and emphasis has been placed that every individual is needed, appreciated, and valued.
	Sustain:		10/12/2015 The excited momentum will be continued. A continued momentum of all stakeholders having an active voice will be necessary in order to sustain our efforts.
	Evidence:		10/12/2015 Teams have been established and are meeting with agendas.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Objective Met 10/7/2015		
Assess	Level of Development:		Initial: Limited Development 02/11/2013
			Objective Met - 10/07/2015
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Instructional Facilitator develops agenda for Teacher Team Meetings with purpose being for discussion of data, lesson planning using data, addressing CCSS shifts in plans, and collaborating with other content teachers. PLC agendas are developed by administrator/facilitator. Purpose is to address needs of teachers as determined by observations and walk throughs. School Leadership Team agendas are developed for the next meeting at the conclusion of each Leadership Team meeting. The purpose of SLT is to discuss data and determine next steps, determine how we will address priority school indicators in order to move forward, and to be communication bridge to the staff.
Plan	Assigned to:	Claire Dearing
	How it will look when fully met:	Agendas are developed for all teams and available to the team members. Agendas state what needs to be accomplished at each particular meeting. All agendas and sign ins are kept in a notebook in the Instructional Facilitator's room and then given to the principal at the end of the year to have on file.
	Target Date:	10/16/2015
	Tasks:	
	1. Instructional Facilitator will be responsible for creating agenda for Teacher Team Meetings. Meetings with the full team will be at least twice per month. Meetings with content specific teachers will be twice per month.	
	Assigned to:	Claire Dearing
	Added date:	10/05/2015
	Target Completion Date:	10/16/2015
	Frequency:	twice monthly
	Comments:	This task is completed and is now standard practice to be maintained throughout the year.
	Task Completed:	10/5/2015 12:00:00 AM
	2. The principal and facilitator will create the agendas for Tuesday Professional Learning Community meetings. These meetings will be held at least twice per month. Agendas and sign in sheets will be kept in notebook and housed in facilitator's office.	
	Assigned to:	Jana Richey
	Added date:	10/05/2015
	Target Completion Date:	10/16/2015
	Frequency:	twice monthly
	Comments:	This task has been completed and has become standard practice.
	Task Completed:	10/5/2015 12:00:00 AM
	3. The School Leadership Team will meet a minimum of 2 times per month with the agenda created by the principal and facilitator. The facilitator will be responsible for entering the attendance and minutes in Indistar and printing the minutes for each member. A copy of the minutes will be kept on file in the facilitator's room and also be available online in Indistar.	
	Assigned to:	Claire Dearing
	Added date:	10/05/2015
	Target Completion Date:	10/16/2015

		Frequency:	twice monthly
		Comments:	This task is established and ongoing. It has become standard practice.
		Task Completed:	10/5/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/7/2015
	Experience:		10/7/2015 This has been an objective that has been fairly easy to meet. We had begun this last year so it was a carry over from previous practice.
	Sustain:		10/7/2015 We must remain consistent with meetings and making certain that School Leadership Team meetings are uploaded into Indistar in a timely manner.
	Evidence:		10/7/2015 Agendas with sign in are kept on file in a notebook in the Instructional Facilitator's room. The notebook will be turned over to the principal at the end of the school year to be kept on file.

Indicator ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 10/05/2015
	Evidence:	The School Leadership Team meets at least twice a month with agenda, minutes, and attendance recorded in Indistar as documentation. Principal, counselor, facilitator, special ed representative and a teacher from each team are members of the Leadership Team.
	Added date:	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)

Status Objective Met 12/17/2015

Assess	Level of Development:	Initial: Limited Development 11/07/2015
		Objective Met - 12/17/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The principal reported to the Leadership Team on the patterns and trends observed in classroom observations. The areas of focus were questioning techniques, student engagement, and using data from pre-post test in lesson planning. Professional Growth Plans are addressing these areas. Professional development from external providers along with content planning sessions with the Instructional Facilitator are taking place.
Plan	Assigned to:	Jana Richey
	How it will look when fully met:	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. Professional development is offered and records of participation in trainings are kept on file. Agendas and minutes from Instructional Team meetings show reflect that teams carried the training into their discussions and plans.
	Target Date:	12/18/2015
	Tasks:	
	1. Professional Growth Plans will be developed that address the areas of focus.	
	Assigned to:	Jana Richey
	Added date:	11/19/2015
	Target Completion Date:	12/18/2015
	Comments:	Bloomboard will be the documentation.
	Task Completed:	11/20/2015 12:00:00 AM
	2. Tuesday PLC meetings will include job-embedded professional development.	
	Assigned to:	Jana Richey
	Added date:	11/19/2015
	Target Completion Date:	12/18/2015
	Comments:	Oct. 27 - Mrs. McNutt and Mrs. Yarberry facilitated data analysis of ANet Literacy and Math Interim 1. Yarberry also shared multiplication strategies teachers can incorporate in content areas to support math instruction. Nov. 3 - Bloomboard support was provided by Mrs. Dearing. Goals and objectives that we are currently working on as a school were shared as possible goals for PGP. Nov. 10 - Mrs. Richey and Mrs. Berry provided PD on Essential Questions. Dec. 1 - Mrs. Dearing incorporated a coordinate grid to demonstrate to the teachers how high standards and high expectations promote student achievement. This activity is aligned with Research for Better Teaching (RBT) using The Skillful Teacher book.
	Task Completed:	12/2/2015 12:00:00 AM
	3. Teachers will receive feedback on lesson plans and classroom observations.	
	Assigned to:	Jana Richey
	Added date:	11/19/2015
	Target Completion Date:	12/18/2015

		Comments:	Feedback on lesson plans and classroom observations is provided by Mrs. Richey, principal; Mrs. Dearing, instructional facilitator; Mrs. Berry, District SIS; Dr. Hardrick, Superintendent Mr. Bowles, Deputy Superintendent; Mr. Sanders, outside consultant, Vanna O'Conner, Achievement Network consultant.
		Task Completed:	12/17/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/17/2015
	Experience:		12/17/2015 A training on Bloomboard was held for the teachers and additional support was given to those requesting.
	Sustain:		12/17/2015 PGPs will be addressed throughout the year and observations with feedback will continue. Feedback on lesson plans will continue and areas needing support will be addressed in subject area planning sessions, PLCs, and with support from consultants. On site PD will address any broad areas of concern.
	Evidence:		12/17/2015 PGPs are available in Bloomboard. Lesson plan feedback along with classroom observation feedback is available in a binder in the facilitator's room.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Objective Met 12/2/2015		
Assess	Level of Development:		Initial: Limited Development 11/07/2015
			Objective Met - 12/02/2015
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Teachers are creating their Professional Growth Plans (PGP) and have received some BloomBoard training. Teachers have also received a Bloomboard Guide to utilize as an educational reference guide. Teachers are aware of the areas of focus as determined by patterns and trends from classroom observations.
Plan	Assigned to:		Jana Richey
	How it will look when fully met:		Teachers develop individual professional development plans based on classroom observations which inform the teachers' plans. Teachers choose a variety of resources from the Bloomboard platform to enhance necessary instructional practices. PGPs are also used to determine professional development offered to the whole group, small groups, or individual teachers.
	Target Date:		12/18/2015
	Tasks:		
	1. Bloomboard training will be provided by the Instructional Facilitator and teachers will receive a Bloomboard Guide to utilize as a reference when working on their PGPs		

		Assigned to:	Claire Dearing
		Added date:	11/07/2015
		Target Completion Date:	11/03/2015
		Comments:	This training was held in a Tuesday PLC. Documentation sign in, agenda, and handouts.
		Task Completed:	11/4/2015 12:00:00 AM
	2. Professional Growth Plans (PGP) from all certified staff will be developed in Bloomboard and ready for review.		
		Assigned to:	Jana Richey
		Added date:	11/07/2015
		Target Completion Date:	11/13/2015
		Comments:	
		Task Completed:	11/20/2015 12:00:00 AM
	3. PGPs from all certified staff will be reviewed by the principal.		
		Assigned to:	Jana Richey
		Added date:	11/07/2015
		Target Completion Date:	12/18/2015
		Comments:	
		Task Completed:	12/2/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/2/2015
	Experience:		12/2/2015 Resources were provided to teachers so they would feel more comfortable and confident in navigating the Bloomboard site. The facilitator modeled logging in and each step in the process. Time was provided for additional questions and concerns.
	Sustain:		12/2/2015 Revisiting available resources in the Bloomboard Marketplace and teachers updating their progress toward goals will be necessary to sustain our efforts to meet this objective.
	Evidence:		12/2/2015 The documentation is available in Bloomboard.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:		Initial: Full Implementation 11/19/2015
	Evidence:		We have all of the components in place that are addressed in Wise Ways 3984. All meetings are documented by agendas, minutes, and sign in sheets located in a binder with the Instructional Facilitator. Documentation of data days and professional development is ongoing and scheduled throughout the year. Samples are uploaded in the document file in Indistar.
		Added date:	
School Leadership and Decision Making			

Expanded time for student learning and teacher collaboration

Indicator IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 04/07/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	After school program for students occurs 3 days each week. Focus is on literacy and math. Students are fed and transportation is provided. An incentive is offered for participation and attendance.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 04/14/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Interviews are presently being conducted in order to recruit high quality candidates and be competitive with surrounding school districts.	
Plan	Assigned to:	Jana Richey	
	How it will look when fully met:	Quality teaching will be evident through planning, implementation, and consistency.	
	Target Date:	05/31/2016	
	Tasks:		
	1. The Principal, building level School Improvement Specialist, and/or the Instructional Facilitator will participate in the interview process at the central office.		
	Assigned to:	Jana Richey	
	Added date:	04/14/2016	
	Target Completion Date:	05/31/2016	

		Comments:	
Implement	Percent Task Complete:		0%
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Tasks completed: 8 of 12 (67%)		
Assess	Level of Development:	Initial: Limited Development 10/09/2015	
		Objective Met - 10/12/2015 04/01/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff at Lincoln Middle feel that the best way to support our students for college and careers is by embodying the growth mindset in our conversations with students. We are working to ensure that our students believe they are capable of success. We have had a motivational speaker come to address our male students. Teachers have attended a series of Efficacy trainings designed to explore the interconnectedness of mindsets and practices as it relates to student achievement.	
Plan	Assigned to:	Jana Richey	
	How it will look when fully met:	Student's belief that they can be successful will be pervasive throughout the school. This will be evidenced by the data reflecting growth in student performance. It will also be evident in student data tracker entries where students are tracking their own data, setting goals, and recording their outcomes. Students will understand and will be able to verbalize that if they work hard, they will get smart.	
	Target Date:	05/31/2016	
Tasks:			
	1. Students will participate in the County Spelling Bee to be held Jan. 29, 2016 at EACC.		
	Assigned to:	Chris Oswald	
	Added date:	03/30/2016	
	Target Completion Date:	03/14/2016	
	Comments:	One student from LMAE placed 2nd in County Spelling Bee.Photo will be uploaded in 3rd Quarter Documentation folder in Indistar.	
	Task Completed:	1/29/2016 12:00:00 AM	
	2. While attending the County Spelling Bee, students will tour the EACC campus led by Heather McBride, Continuing Education and Workforce Development.		

		Assigned to:	Chris Oswalt
		Added date:	03/30/2016
		Target Completion Date:	03/14/2016
		Comments:	Photo will be uploaded in 3rd Quarter Documentation folder in Indistar.
		Task Completed:	1/29/2016 12:00:00 AM
	3. The Lincoln Choir will go to EACC to see a performance by UAPB Singers on Feb. 18.		
		Assigned to:	Jana Richey
		Added date:	03/30/2016
		Target Completion Date:	03/14/2016
		Comments:	A female college student spoke to the students about the benefits of attending UAPB and the scholarships available. The bill for transportation to EACC is uploaded in the 3rd Quarter Documentation folder for evidence.
		Task Completed:	3/14/2016 12:00:00 AM
	4. A series of two Efficacy Institute professional development sessions will be provided for teachers at Lincoln. The sessions will be held Saturday, August 15 and Saturday, August 22 for 6 hours each day. Stipends will be paid for those attending.		
		Assigned to:	Claire Dearing
		Added date:	10/10/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	8/22/2015 12:00:00 AM
	5. Norman Redwing, motivational speaker, will speak to the male students on how decisions we make can have a positive or negative affect on our future.		
		Assigned to:	Jana Richey
		Added date:	10/09/2015
		Target Completion Date:	10/16/2015
		Comments:	Mr. Redwing spoke to the boys on Friday, September 18. His words had a profound impact on several of our students as they asked to remain behind to speak with him privately about some of the things they had heard or experienced.
		Task Completed:	9/18/2015 12:00:00 AM
	6. Vaughn Thompson, outside consultant, will work with the Culture and Climate committee on establishing a positive environment and self-motivation for all students. He will hold a session on Saturday, October 10, 2015.		
		Assigned to:	Jana Richey
		Added date:	10/12/2015
		Target Completion Date:	10/16/2015
		Comments:	In this session we devised an action plan for 6th period RTI, engaging instructional practices, and Efficacy (high expectations and positive culture and climate).
		Task Completed:	10/10/2015 12:00:00 AM

	7. Vaughn Thompson, outside consultant, will present professional development for the entire staff on Engaging the Middle School Mind. This PD will be held Saturday, October 17 and stipends will be paid to staff attending.
	Assigned to: Claire Dearing
	Added date: 12/02/2015
	Target Completion Date: 10/19/2015
	Comments: PD was held on Oct. 17 with 20 staff members attending.
	Task Completed: 10/20/2015 12:00:00 AM
	8. A curriculum will be chosen for the 6th period Advisory classes that will address Social and Emotional Learning (SEL) for middle school students. These classes are held twice per week.
	Assigned to: Claire Dearing
	Added date: 12/02/2015
	Target Completion Date: 12/18/2015
	Comments: The curriculum, Overcoming Obstacles Life Skills Education, was chosen for Advisory classes.
	Task Completed: 11/6/2015 12:00:00 AM
	9. A Career Day will be planned in order to present students with a variety of potential job opportunities. It will also be designed to encourage students to set academic/career goals.
	Assigned to: Karen Barton
	Added date: 04/07/2016
	Target Completion Date: 05/12/2016
	Comments: Sign in sheet for presenters will be available.
	10. The counselor will develop and send a letter inviting community leaders and stakeholders to provide a brief presentation of their profession or skill during the Career Day event.
	Assigned to: Karen Barton
	Added date: 04/07/2016
	Target Completion Date: 04/18/2016
	Comments:
	11. Parents will be notified by fliers and School Cast about the Career Day event. An article will also be placed in the local Times Herald.
	Assigned to: Karen Barton
	Added date: 04/07/2016
	Target Completion Date: 05/12/2016
	Comments: Copy of flier and copy of article
	12. The Career Day will be held Thursday, May 12, 2016. A rotation schedule will be developed.
	Assigned to: Karen Barton
	Added date: 04/14/2016
	Target Completion Date: 05/11/2016
	Comments:
Implement	Percent Task Complete: 67%
	Objective Met: 10/12/2015 4/1/2016

Experience:	10/12/2015 In the 2014-15 school year, multiple sources of data reflected that the culture and climate needed to be addressed. We began some initiatives the 2nd semester of that school year and have continued to improve upon those and implement others. The staff has been very enthusiastic about these initiatives and this enthusiasm is spreading to the students. 12/2/2015 We were very pleased to have 20 staff members, which included both certified and classified staff to attend the Saturday PD. The response from attendees was very positive. 4/1/2016 Students attended 2 events at East Arkansas Community College and were able to tour the campus. They had the opportunity to see the campus and were addressed by a student from UAPB.
Sustain:	10/12/2015 Daily morning meetings/Town Hall meetings with students. Greeting students and parents in the morning daily Positive parent contacts Partnerships with local community businesses have been established in order to provide incentives for students to earn for positive social behavior Additional adopters will be contacted in order 12/2/2015 We will continue to work with Mr. Thompson throughout the remainder of the school year. 4/1/2016 We will continue to give our students the opportunity to learn more about college and possible careers. We are planning a Career Day for May.
Evidence:	10/12/2015 Student participation and leadership in the daily Morning/Town Hall meeting. Decline in office referrals and student in school suspension 12/2/2015 Sign in sheets and copies of the curriculum are available in the facilitator's office. 4/1/2016 Photos are uploaded in the 3rd Quarter Documentation folder.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Objective Met 12/2/2015		
Assess	Level of Development:	Initial: Limited Development 11/07/2015	
		Objective Met - 12/02/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Units of instruction and pacing guides have been created for Literacy and Math. We are currently working to obtain resources and developing a curriculum for World History, as this is a change from US History this year for 6th grade. We are also in the beginning stages of a pacing guide for Science.	
Plan	Assigned to:	Claire Dearing	

	How it will look when fully met:	Teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of other resources. Instructional Teams organize the unit plans to assure that all students master the standards-based objectives and provide opportunities for enhanced learning. The Instructional Team develops units of instruction, typically three to six weeks of work, which is shared with all teachers who are responsible for teaching the unit. The alignment process serves as a check on guide/text/test congruence and provides teachers with organizational structure for their own planning. The unit plan is developed by the instructional Team to define a unit of instruction and outline the standards and target objectives addressed in the unit of instruction. The Instructional Team: 1. Determines the concepts, principles, and skills that will be covered within the unit. 2. Develops all objectives that clearly align to the selected standards/benchmarks. 3. Identifies the standards/benchmarks that apply to the grade level and unit topic. 4. Arranges the objectives in sequential order. 5. Determines the best objective descriptors. 6. Considers the most appropriate elements for mastery and constructs criteria for mastery 7. Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.
	Target Date:	12/18/2015
	Tasks:	
	1. A collaborative planning session will be held with the two science teachers and Nancy Horner, Science Specialist at Great Rivers Educational Cooperative. Linda Kellim from Delta STEM Education Center will also take part. The purpose of this planning session will be to develop a Year at a Glance for Science.	
	Assigned to:	Claire Dearing
	Added date:	11/16/2015
	Target Completion Date:	12/18/2015
	Comments:	Evidence of completion will be the agenda, sign in sheet, and the final Year at a Glance document.
	Task Completed:	11/19/2015 12:00:00 AM
	2. Science teachers are creating a list of consumable science materials and equipment for labs.	
	Assigned to:	Claire Dearing
	Added date:	11/19/2015
	Target Completion Date:	12/18/2015
	Comments:	
	Task Completed:	11/20/2015 12:00:00 AM
	3. Content teachers in each of the four subject areas (Literacy, Math, Science, and Social Studies) will attend planning sessions with the Instructional Facilitator. These sessions will be held at least twice a month for each content area and will focus on collaborative planning in the respective content.	
	Assigned to:	Claire Dearing
	Added date:	11/16/2015
	Target Completion Date:	12/18/2015

		Frequency:	twice monthly
		Comments:	
		Task Completed:	12/2/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		12/2/2015
	Experience:		12/2/2015 We were able to bring in outside support from the Delta Educational Center and from Great Rivers Cooperative to aid in planning and developing an instructional calendar for science.
	Sustain:		12/2/2015 Continued content meetings will be held with teachers to ensure that instruction and assessments are aligned with the standards. Materials and supplies to support instruction will also be ordered.
	Evidence:		12/2/2015 The curriculum maps will be available in the uploaded documents in Indistar.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	Objective Met 12/17/2015		
Assess	Level of Development:		Initial: Limited Development 10/12/2015
			Objective Met - 12/17/2015
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Pre-assessments are presently in place. Teachers are in the beginning stage of designing a backwards design lesson plan which consists of pre and post assessments. ANet and ACT resources are being utilized as models for wording of test questions. The principal, facilitator, and Mr. Keith Sanders are assisting with instructional coaching in lesson planning to ensure that rigorous test questions that address the entire common core standard are in place.
Plan	Assigned to:		Jana Richey
	How it will look when fully met:		The Instructional Team will use the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.
	Target Date:		10/16/2015
	Tasks:		
	1. Keith Sanders, an outside consultant for FCSD, will provide feedback to principal, facilitator, and teachers on instruction, white board protocol, walk through feedback, and lesson plans.		
	Assigned to:		Jana Richey

		Added date:	10/12/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/16/2015 12:00:00 AM
	2. PLC will be held to discuss pre and post assessments to be turned in with lesson plans.		
		Assigned to:	Jana Richey
		Added date:	10/12/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/14/2015 12:00:00 AM
	3. Protocols and PD have been set in order to ensure that post-assessments are also conducted and analyzed in order to be informed of student mastery and areas of non-mastery.		
		Assigned to:	Jana Richey
		Added date:	10/12/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/16/2015 12:00:00 AM
Implement	Percent Task Complete:	100%	
	Objective Met:	12/17/2015	
	Experience:	12/17/2015 Content planning meetings have been held to discuss pre and post tests. Teachers are submitting copies of their tests along with their lesson plans.	
	Sustain:	12/17/2015 Pre and post tests must be done for each unit of study and will need to become second nature for the teachers. Data analysis will be used to determine small group and whole group instruction.	
	Evidence:	12/17/2015 Copies of pre-post tests and data are available in the facilitator's room.	
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)		
Status	Objective Met 12/17/2015		
Assess	Level of Development:	Initial: Limited Development 10/12/2015	
		Objective Met - 12/17/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently use pre-test results to determine knowledge level of students on a particular set of standards before teaching those standards. This aids teachers in knowing what standards must be addressed more heavily and what students need additional support.	

Plan	Assigned to:	Claire Dearing
	How it will look when fully met:	The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.
	Target Date:	10/16/2015
	Tasks:	
	1. Literacy teachers will give a pre-test over the following standards: development of plot, point of view, text evidence inferred, development of setting, vocabulary in context and vocabulary impact on tone/meaning.	
	Assigned to:	Claire Dearing
	Added date:	10/12/2015
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	9/4/2015 12:00:00 AM
	2. Literacy teachers will use data from the pre-test to determine standards that need strong focus throughout the course of the unit.	
	Assigned to:	Claire Dearing
	Added date:	10/12/2015
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	9/11/2015 12:00:00 AM
	3. Math and Science teachers will develop pre-post tests for each unit of study.	
	Assigned to:	Jana Richey
	Added date:	12/17/2015
	Target Completion Date:	12/17/2015
	Comments:	
	Task Completed:	12/17/2015 12:00:00 AM
	4. Teachers will use pre-post test data to determine small groups and whole group instruction.	
	Assigned to:	Jana Richey
	Added date:	12/17/2015
	Target Completion Date:	12/17/2015
	Comments:	
	Task Completed:	12/17/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	12/17/2015
	Experience:	12/17/2015 This was met with some resistance, but teachers are now seeing the benefit of pre-testing to see determine instruction.
	Sustain:	12/17/2015 Support during content planning time must continue in order to provide teachers the time necessary for this task.

Evidence:	12/17/2015 Pre-post test and data are available in the facilitator's room.		
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Objective Met 4/1/2016		
Assess	Level of Development:	Initial: Limited Development 01/14/2016	
		Objective Met - 04/01/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently use Achievement Network (ANet) as our online testing platform for both Literacy and Math. A testing schedule was developed by the district which included dates for testing, data analysis, reteach and reassessment, and reflection meetings.	
Plan	Assigned to:	Claire Dearing	
	How it will look when fully met:	When fully implemented, students would be tested at least 3 times each year to determine progress towards standards-based objectives. Instructional teams and individual teachers review the results to make the necessary adjustments to instruction. The data also enables the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership teams review the results for the entire school and subject areas. Lesson plans should reveal a correlation between assessments, intentional reteaching and instructional outcomes.	
	Target Date:	03/14/2016	
	Tasks:		
	1. Content area teachers will have common planning times in order to meet together and with the Instructional Facilitator and other stakeholders for instructional planning. The facilitator and/or principal will provide feedback on lesson plans.		
	Assigned to:	Claire Dearing	
	Added date:	03/02/2016	
	Target Completion Date:	03/14/2016	
	Frequency:	twice monthly	
	Comments:	Agendas, sign in sheets, and lesson plan feedback are in binders in facilitator's room	
	Task Completed:	3/16/2016 12:00:00 AM	
	2. Observations of instruction, along with quality feedback aligned to instructional priorities determined by assessment data, will be provided by the principal and/or instructional facilitator in a timely manner.		

		Assigned to:	Jana Richey
		Added date:	03/02/2016
		Target Completion Date:	03/14/2016
		Comments:	Evidence of observation feedback is available in the online feedback tracker and available in the observation binder in the facilitator's room
		Task Completed:	3/14/2016 12:00:00 AM
	3. Online interim assessments from Achievement Network (ANet) will be administered at least 3 times during the school year to determine progress toward standards-based objectives.		
		Assigned to:	Claire Dearing
		Added date:	03/02/2016
		Target Completion Date:	03/14/2016
		Frequency:	three times a year
		Comments:	Interim assessments occurred in Literacy and Math on the following dates: Sept. 28 - Oct. 1; Dec. 7 - 10, 2015; Feb. 1 - 4, 2016
		Task Completed:	2/8/2016 12:00:00 AM
	4. Data meetings will be held after each interim assessment. Teachers will analyze data, determine priority standards, and complete and submit action plans and reassessments. Leaders will provide feedback on action plans.		
		Assigned to:	Jana Richey
		Added date:	03/02/2016
		Target Completion Date:	03/16/2016
		Frequency:	three times a year
		Comments:	Data meetings were held on the following dates: Oct. 9, 2015; Dec. 18, 2015; Feb. 12, 2016 Action plans are available in the facilitator's room.
		Task Completed:	2/15/2016 12:00:00 AM
	5. Principal and Instructional Facilitator will observe adaptive teaching from action plans. Teachers will reassess students' performance on priority standards and submit data to facilitator.		
		Assigned to:	Jana Richey
		Added date:	03/02/2016
		Target Completion Date:	03/16/2016
		Comments:	Data is available in the facilitator's room.
		Task Completed:	3/14/2016 12:00:00 AM
	6. Instructional Facilitator and ANet coach will facilitate reflection meetings with teachers to analyze reassessment data and solidify effective practices.		
		Assigned to:	Claire Dearing
		Added date:	03/02/2016
		Target Completion Date:	03/16/2016
		Comments:	Reflection meetings were held on the following dates: Nov. 4, 2015 Jan. 14, 2016 Feb. 25, 2016
		Task Completed:	2/26/2016 12:00:00 AM

Implement	Percent Task Complete:	100%
	Objective Met:	4/1/2016
	Experience:	4/1/2016 We have focused a great deal on the tasks in this objective. Much of this follows the Teaching and Learning Cycle of which we have striven to put into practice. The principal and facilitator have focused on providing feedback on lesson plans and on classroom observations. Teachers are creating action plans to address areas of deficiencies on interim assessments. We feel this will have a tremendous impact on student achievement.
	Sustain:	4/1/2016 We will continue to follow the Teaching and Learning Cycle for the remainder of the year and into next school year. The Teaching and Learning Cycle has been included in our 3 year Priority Improvement Plan.
	Evidence:	4/1/2016 Lesson plan feedback and classroom observation feedback is available in Observation and Feedback binder in Instructional Facilitator's room. There are also agendas and sign-in sheets available as well.
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(Focus,Priority)	
Status	Objective Met 4/1/2016	
Assess	Level of Development:	Initial: Limited Development 03/02/2016
		Objective Met - 04/01/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our current goals, as set by the School Leadership Team, have been to move within 5 points of/or meet the network scores on the Achievement Network (ANet) interims in areas of Literacy and Math. Students also set individual goals based on their initial score on the first interim assessment. They monitor their goals on a Student Data Tracker form and update them after each interim assessment.
Plan	Assigned to:	Jana Richey
	How it will look when fully met:	???
	Target Date:	03/14/2016
	Tasks:	
	1. Analyze data immediately after each assessment in both Literacy and Math and set goals based on the network scores.	
	Assigned to:	Jana Richey
	Added date:	03/02/2016
	Target Completion Date:	03/14/2016
	Comments:	
	Task Completed:	3/14/2016 12:00:00 AM

		2. Teachers conference with students to set individual goals based on their data. Students record their current score and the Network score, then determine if they met their previous goal. They then set their next goal and write their plan of action on the Student Data Tracker.
	Assigned to:	Jana Richey
	Added date:	03/02/2016
	Target Completion Date:	03/14/2016
	Comments:	Evidence will be Student Data Tracker forms uploaded in 3rd Quarter Documentation folder.
	Task Completed:	3/14/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	4/1/2016
	Experience:	4/1/2016 This follows the Teaching and Learning Cycle of which we have striven to put into practice. We hold Data Day meetings after each interim assessment and set goals. Teachers hold conferences with students after each interim to set individual goals.
	Sustain:	4/1/2016 We will continue to follow the Teaching and Learning Cycle for the remainder of the year and into next school year. The Teaching and Learning Cycle has been included in our 3 year Priority Improvement Plan.
	Evidence:	4/1/2016 Evidence is in Student Data Tracker forms in Literacy and Math classes.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Objective Met 4/1/2016		
Assess	Level of Development:	Initial: Limited Development 03/02/2016	
		Objective Met - 04/01/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have curriculum documents in Math, Literacy, and Science. The 3rd - 8th grade curriculum for Math is Go! Math and Literacy uses Expeditionary Learning. Science is following the Next Generation Science Standards.	
Plan	Assigned to:	Jana Richey	
	How it will look when fully met:	????	
	Target Date:	03/14/2016	
	Tasks:		
		1. Science teachers will participate in continued PD on planning and teaching the entire standard.This is an area of focus being emphasized district wide.	

		Assigned to:	Susan Berry
		Added date:	03/02/2016
		Target Completion Date:	03/14/2016
		Comments:	Agendas as evidence
		Task Completed:	3/14/2016 12:00:00 AM
	2. Linda Kellim, Science Specialist from Delta STEM Education Center, and Nancy Horner, Science Specialist with Great Rivers Ed. Coop., will support the Science teachers by helping them establish an instructional pacing calendar, plan labs, and order materials for the science classrooms.		
		Assigned to:	Susan Berry
		Added date:	03/02/2016
		Target Completion Date:	03/14/2016
		Comments:	Agendas in Meeting Agenda binder in facilitator's room. Visits were made on March 2, March 10, and March 14, 2016.
		Task Completed:	3/14/2016 12:00:00 AM
	3. Linda Kellim will assist us in obtaining a grant to provide hands-on lab equipment. The equipment will be ordered and placed in the Science lab or available for checkout from the Instructional Facilitator.		
		Assigned to:	Susan Berry
		Added date:	03/02/2016
		Target Completion Date:	03/14/2016
		Comments:	Equipment is housed in Instructional Facilitator's room for checkout.
		Task Completed:	3/14/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		4/1/2016
	Experience:		4/1/2016 Susan Berry, our in-house SIS, has been instrumental in arranging for external support through the Delta Stem Education Center. They have come in numerous times this quarter to support our Science and Math teachers will planning and implementation of quality lessons.
	Sustain:		4/1/2016 We will continue working with the Delta Stem Education Center and have plans to enlist the support of the Science Specialist at GREC.
	Evidence:		4/1/2016 Sign in sheets Science lab equipment available to be checked out from facilitator's room
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (Focus,Priority)		
Status	Objective Met 4/1/2016		
Assess	Level of Development:		Initial: Limited Development 03/02/2016
			Objective Met - 04/01/2016
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We see the need for differentiated instruction and have established a Mastery Learning period that will address RTI. We have brought in consultants to provide professional development to our staff on engaging strategies, differentiated learning, rigor and standards based instruction.	
Plan	Assigned to:	Jana Richey	
	How it will look when fully met:	When fully implemented, teachers will differentiate instruction for their students utilizing an array of differentiated activities aligned to standards. Units of instruction that target individual student needs would be planned and developed. Teachers will examine pre-test results and the student's ongoing work to assess mastery and make adjustments in the plans.	
	Target Date:	03/14/2016	
Tasks:			
	1. Gary Beidleman will provide Response to Intervention training with our staff. He will also conduct classroom observations and provide feedback to teachers. Time will be spent with content area teachers on lesson planning.		
	Assigned to:	Jana Richey	
	Added date:	03/30/2016	
	Target Completion Date:	03/14/2016	
	Comments:	Mr. Beidleman was at Lincoln Jan. 20 - 22, 2016. He addressed the entire faculty during PLC, visited all classrooms and provided feedback to teachers, and met with content area teachers during planning periods to assist with planning for differentiation.	
	Task Completed:	1/22/2016 12:00:00 AM	
	2. Vaughn Thompson will continue to provide professional development to the staff on Mastery Learning and high quality mastery instruction.		
	Assigned to:	Claire Dearing	
	Added date:	03/30/2016	
	Target Completion Date:	03/14/2016	
	Comments:	Mr. Thompson provided this PD on Saturday, Jan. 9, 2016 from 8:30-12:30. Agenda and sign in available in facilitator's room.	
	Task Completed:	1/11/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	4/1/2016	
	Experience:	4/1/2016 Lincoln is continuing to provide a Mastery Learning period for the students. We have received outside support in planning instruction that meets individual student needs. Teachers are using data from post-assessments to determine instruction.	

	Sustain:	4/1/2016 We will continue to fine tune our Mastery Learning period in order to meet the needs of each student.
	Evidence:	4/1/2016 PD agendas and sign in sheets are available in facilitator's room.
Classroom Instruction		
Expecting and monitoring sound classroom management		
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)	
Status	Objective Met 10/15/20154/1/2016	
Assess	Level of Development:	Initial: Limited Development 12/16/2013
		Objective Met - 10/15/2015 04/01/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The faculty and staff are working together to develop a discipline management plan that guides student behavior throughout the building. Expectations of Behavior posters have been placed throughout the building. These include Cafeteria Expectations, Hallway Expectations, and Restroom Expectations. Teachers discussed classroom rituals and routines at the beginning of the year and these are posted in the classroom and evident throughout the building. Teachers are reinforcing these daily. Work is being done to improve the way classroom misbehavior is addressed and steps for addressing this will be implemented.
Plan	Assigned to:	Jana Richey
	How it will look when fully met:	The faculty and staff develop a discipline management plan that guides student behavior throughout the classroom. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations.
	Target Date:	10/16/2015
	Tasks:	
	1. School wide rituals and routines were established for classroom and common areas and posted in all classrooms.	
	Assigned to:	Jana Richey
	Added date:	03/19/2014
	Target Completion Date:	10/16/2015
	Comments:	Rituals and routines are apparent in all classrooms.
	Task Completed:	9/8/2015 12:00:00 AM

		2. School wide rituals and routines will be positively taught to all students.
	Assigned to:	Karen Barton
	Added date:	03/19/2014
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	10/8/2015 12:00:00 AM
		3. Posters will be created for Cafeteria Expectations, Hallway Expectations, and Restroom Expectations.
	Assigned to:	Claire Dearing
	Added date:	03/19/2014
	Target Completion Date:	10/16/2015
	Comments:	Posters were created and displayed in hallways, cafeteria, and student restrooms.
	Task Completed:	9/22/2015 12:00:00 AM
		4. School Leadership team will revise the discipline management plan as suggested by teachers. The revised plan will be presented to teachers by members of leadership team for their approval.
	Assigned to:	Chris Oswalt
	Added date:	03/19/2014
	Target Completion Date:	10/16/2015
	Comments:	Steps for revised discipline management plan: Redirect, warning, private chat, parent contact, office referral. Phone logs will be evidence of parent contact.
	Task Completed:	10/8/2015 12:00:00 AM
		5. Classroom observations will be conducted by the Core Leadership Team to ensure continuous implementation with fidelity of school wide rituals and routines. White Board Protocol checklist includes rituals and routines being posted in every classroom.
	Assigned to:	Jana Richey
	Added date:	03/19/2014
	Target Completion Date:	10/16/2015
	Comments:	
	Task Completed:	10/12/2015 12:00:00 AM
		6. A curriculum will be selected for our 6th period Advisory classes. The chosen curriculum should reinforce positive character traits and sound classroom management.
	Assigned to:	Claire Dearing
	Added date:	12/17/2015
	Target Completion Date:	12/17/2015
	Comments:	The Overcoming Obstacles curriculum was chosen for our Advisory classes. This curriculum focuses on positive character traits for individual and whole group work. Lessons will be grouped according to pillars of character education and a pacing guide will be created to ensure all teachers are teaching the same lessons each week.
	Task Completed:	12/17/2015 12:00:00 AM

		7. Advisory lessons for 3rd quarter will be designed to focus on bullying, self respect, and respect for others. Students will be engaged in activities of identifying and managing anger.
	Assigned to:	Claire Dearing
	Added date:	03/30/2016
	Target Completion Date:	03/14/2016
	Comments:	Advisory Learning @ LMAE - in Google Docs
	Task Completed:	3/14/2016 12:00:00 AM
		8. Advisory classes will afford opportunities for quality conversation on the topic of bullying, as well as value the current realities of bullying both in and out of school.
	Assigned to:	Jana Richey
	Added date:	03/30/2016
	Target Completion Date:	03/14/2016
	Comments:	Advisory Learning @ LMAE - in Google Docs
	Task Completed:	3/14/2016 12:00:00 AM
		9. Keith Sanders will meet with a group of young men, Men of Lincoln, to provide leadership training using the Youth Max leadership frameworks. Youth Max Leadership Framework is part of the John Maxwell Leadership framework. (Positive self-image, positive mindset, failing forward)
	Assigned to:	Jana Richey
	Added date:	03/30/2016
	Target Completion Date:	03/14/2016
	Frequency:	weekly
	Comments:	Youth Max lessons, student journal entries, tracking those students against Progress Monitoring Tool.
	Task Completed:	3/14/2016 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/15/2015 4/1/2016
	Experience:	10/15/2015 Positive behavior is reinforced during morning Town Hall meetings. Expectations are reviewed regularly in all classrooms. Hallway, cafeteria, and bathroom expectations are also posted throughout the building. Incentives such as good behavior parties, coupons from local restaurants, and other rewards are provided in order to motivate positive student behavior. 12/17/2015 The Overcoming Obstacles curriculum was chosen for our Advisory classes. This curriculum focuses on positive character traits for individual and whole group work. Lessons will be grouped according to pillars of character education and a pacing guide will be created to ensure all teachers are teaching the same lessons each week. 4/1/2016 We feel we have made a difference with this objective. We have 0 students with 5 or more discipline referrals this quarter. Our focus in Advisory has been on self-respect, respect for others, and bullying. Mr. Sanders has also been meeting weekly with a group of young men who were receiving more referrals. There has been a decrease in their numbers

Sustain:	10/15/2015 Consistency of high expectations in all classes will be necessary to sustain our targeted behaviors. It will also be essential to inform parents of appropriate and expected behavior during the school day. 12/17/2015 We will continue working with Vaughn Thompson and classroom observations will be done during Mastery Learning time to ensure that the curriculum is being implemented with fidelity. 4/1/2016 Mr. Sanders will continue weekly meetings with the young men. Advisory lessons will continue.
Evidence:	10/15/2015 Parent contact logs are required from teachers each nine weeks. Parent letters and/or phone calls are also utilized in order to promote positive behavior. Students participate in a daily Town Hall meeting and are reminded about school wide expectations. 12/17/2015 The curriculum will be available in the facilitator's room along with classroom observation feedback from Mastery time. 4/1/2016 Advisory Learning Lessons are linked in Indistar.

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

Status Tasks completed: 8 of 11 (73%)

Assess	Level of Development:	Initial: Limited Development 10/07/2015
		Objective Met - 10/15/2015 04/01/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A school compact was developed to outline how all stakeholders will share responsibility for improving student achievement. This compact was available at Parent/Teacher Conferences and as teachers met with parents the parent, the child, and each child's teacher signed the compact. We are currently working to get 100% of compacts signed.
Plan	Assigned to:	Jana Richey
	How it will look when fully met:	No Child Left Behind stipulates that each school in the Title I program develop an agreement, or "compact," that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state's standards.
	Target Date:	10/16/2015
	Tasks:	

	1. A Parent Night will be held on February 9, 2016. The purpose of this meeting will be to share Math/Science activities with parents, to showcase the Lincoln choir and cheerleaders, and to present semester awards to students.
	Assigned to: Jana Richey
	Added date: 03/30/2016
	Target Completion Date: 03/14/2016
	Comments: Agenda and sign-in sheet kept in the Parent Facilitator binder in Mrs. Richey's office
	Task Completed: 2/9/2016 12:00:00 AM
	2. Master Gardeners (a group from the community) will come monthly to conduct a Science lesson with a classroom. They will also take the class to the courtyard to have them experience planting and tending to their own vegetable garden.
	Assigned to: Chris Oswalt
	Added date: 03/30/2016
	Target Completion Date: 03/14/2016
	Comments: Master Gardeners came to Lincoln on Jan. 19, Feb. 23, and March 15. Newspaper article will be uploaded in 3rd Quarter Documentation folder.
	Task Completed: 3/14/2016 12:00:00 AM
	3. A compact will be created outlining how parents, school staff, and students will share responsibility for improving academic achievement.
	Assigned to: Jana Richey
	Added date: 10/09/2015
	Target Completion Date: 10/16/2015
	Comments:
	Task Completed: 9/15/2015 12:00:00 AM
	4. The compact will be passed out to teachers and then given to parents at Parent/Teacher conferences.
	Assigned to: Jana Richey
	Added date: 10/09/2015
	Target Completion Date: 10/16/2015
	Comments:
	Task Completed: 9/22/2015 12:00:00 AM
	5. Parents and students will sign the compact and parents will take it to each child's teacher for them to sign. Once signed by all parties the parents will turn in to homeroom teachers.
	Assigned to: Jana Richey
	Added date: 10/09/2015
	Target Completion Date: 10/16/2015
	Comments:
	Task Completed: 9/23/2015 12:00:00 AM
	6. A Parent Night will be held October, 13, 2015 and teachers will have the opportunity to have parents sign compacts after the meeting.
	Assigned to: Jana Richey

		Added date:	10/12/2015
		Target Completion Date:	10/16/2015
		Comments:	
		Task Completed:	10/13/2015 12:00:00 AM
	7. A Parent Literacy Night will be held on Tuesday, December 8, 2015 beginning at 6:00 pm. The purpose of this meeting will be to share literacy activities, student novels from the Expeditionary Learning curriculum, vocabulary, and testing information.		
		Assigned to:	Jana Richey
		Added date:	12/02/2015
		Target Completion Date:	12/08/2015
		Comments:	Parent night was held with 7 parents, 7 students, and 6 faculty attending. Mrs. McNutt and Mrs. Devasier presented along with Mrs. Richey and Mrs. Dearing. Parents received a packet of ways parents can support students in literacy.
		Task Completed:	12/9/2015 12:00:00 AM
	8. A homework packet (Winter Warmup) for the Christmas break will be compiled to be passed out to all students. This packet will include activities for the 4 core subjects. The reasoning is to decrease regression of learning during the 18 day break.		
		Assigned to:	Karen Barton
		Added date:	12/17/2015
		Target Completion Date:	12/17/2015
		Comments:	Teachers in the 4 core subjects worked together to submit activities with text-dependent questions and Math activities that would reinforce current learning as well as maintaining existing knowledge.
		Task Completed:	12/17/2015 12:00:00 AM
	9. A Transitional Program will be scheduled for Friday, May 6 for the 5th grade students and parents at Stewart who will be attending Lincoln next year.		
		Assigned to:	Jana Richey
		Added date:	04/14/2016
		Target Completion Date:	05/06/2016
		Comments:	
	10. Lincoln students will plan and participate in the Transitional Program which will consist of demonstration of Town Hall meeting, choir and band performances, and a performance by our cheerleaders.		
		Assigned to:	Jana Richey
		Added date:	04/14/2016
		Target Completion Date:	05/06/2016
		Comments:	
	11. Parents will view a slide presentation of Lincoln, have an opportunity to tour the campus, and receive a brochure with additional information about Lincoln Academy.		
		Assigned to:	Jana Richey
		Added date:	04/14/2016
		Target Completion Date:	05/06/2016

		Comments:	
Implement	Percent Task Complete:		73%
	Objective Met:		10/15/2015 4/1/2016
	Experience:		10/15/2015 Compacts were revised so that each content teacher will sign along with the student, parent, and principal. These compacts are kept by the homeroom teachers. Contracts were provided on the first parent-teacher conference, Title 1 meeting, and PTO meeting. 12/17/2015 As we worked on the homework packet teachers were mindful of the need to maintain current knowledge and provide activities that would not require teacher support or other materials. The packets were all inclusive. 4/1/2016 We had a very successful Parent Night with a large attendance. Students performed and received awards. Master Gardeners come monthly and students look forward to the activities they provide.
	Sustain:		10/15/2015 Parent nights (PTO) will be held quarterly which will focus on core subjects (math, literacy, etc.). One meeting will focus on college preparation. Homework support will also be provided during these meetings. There is a school wide homework schedule which was devised in order for parents to know when the child has homework. 12/17/2015 We realize that we must take steps to drastically increase parental participation. We have brainstormed ways such as student involvement in meetings, door prizes, Save the Date cards sent home, and using School Cast more effectively. 4/1/2016 Master Gardeners will continue and we will hold some activities for parents during the 4th quarter.
	Evidence:		10/15/2015 Compacts are on file with each homeroom teacher. Building administration does periodic checks to verify that homework is being given to children according to the schedule. Students are provided feedback on homework. 12/17/2015 A copy of the Winter Warmup homework packet will be available on the School District website and will be uploaded in our Indistar documents. The sign in sheet for Literacy Night will be available in the Parent Facilitator notebook in the principal's office. A copy of the strategies that were shared is also in the notebook. 4/1/2016 Photo of a newspaper article about Master Gardener project will be uploaded. Agenda and sign in sheet from Parent Night is available in Parent Facilitator notebook with the principal.