

LINCOLN ELEMENTARY

2019-2020 TARGET PAGE

At Lincoln, we are educators to EMPOWER all students, families, and staff to come together as ONE COMMUNITY with an identity of SUCCESS.

ACADEMIC LEARNING

SCHOOL TEAM: A.V.I.D.
ADMIN: JAIME CONWAY

SOCIAL-EMOTIONAL LEARNING

SCHOOL TEAM: P.B.I.S.
ADMIN: TONY WASHINGTON

COMMUNITY CLIMATE

SCHOOL TEAM: CLIMATE
ADMIN: BRIANNE HERN

INSTRUCTIONAL STRATEGIES

Writing:

Cornell note-taking, Learning Logs, Quick Writes & Reflections, Process Writing, Peer Evaluation, Authentic Writing

Inquiry:

Skilled Questioning Techniques, Costa's Levels of Thinking, Socratic Seminars, Tutorials, Investigations, Questions that Guide Research

Collaboration:

Socratic Seminars, Tutorials, Philosophical Chairs, Group Activities & Projects, Peer Editing Groups, Service Learning Projects

Organization:

Binders, Planners, Graphic Organizers, Study Groups, SMART Goals, Project planning

Reading:

Deep Reading Strategies, Note-Taking, Vocabulary Building, Summarizing, Reciprocal Teaching

School-Wide Expectations:

Be Safe, Be Kind, Be Your Best; Classroom MATRIX posted in every room; Matrix for Common Areas posted; Daily morning greeting upon arrival;

Explicit SEL Instruction:

Implementation of our District's ELEMENTARY SAFE AND SUPPORTIVE SCHOOL PLAN 2019-2020; SEL-Focused Morning Meeting Daily; Common Area Expectations Lessons Taught 3x Yearly; Enrichment opportunities 2x Weekly;

Recognition for Appropriate Behavior:

All-Star Student Ambassadors; Leadership Roles during Buddy Classroom Morning Meetings; Success Slips; SEL Focused Bulletin Boards

Response for Inappropriate Behavior:

Reflection, Instruction, and Restorative Practices During Intervention; MTSS Mini Meetings for Tier 2/3

Student Pride

Students develop a level of pride in their school from student-led activities that contribute to our whole school community.

Staff Community

Staff feels appreciated and willing to develop personal connections with our whole school community.

Family Connection

Families feel connected to and take pride in the whole school community. They are informed and feel a sense of ownership in school functions.

STRATEGIES FOR MONITORING PROGRESS

DAILY/WEEKLY:

Daily lesson closure activities with performance data collection on content and language objectives

MONTHLY/QUARTERLY:

Increase end-of-year benchmark proficiency on STAR reading and math with each assessment opportunity; Teams will share monthly focus for Family Newsletter

DAILY/WEEKLY:

Classroom teachers will identify positive behavior affirmations for all children within their chosen behavior system (Dojo, reward tickets, stars)

MONTHLY/QUARTERLY:

PBIS Monthly Awards recognizing students who show SEL competencies. Positive behavior affirmation data entry in Google Form.

STUDENTS:

Student attendance, ODRs, visible representations of student voice, student recognition for achievements

STAFF:

Staff attendance and engagement in school community events, staff retention

FAMILIES:

Analytics (Social Media), Feedback on Family Visit Days

RESULTS

RESULTS:

40% of all students will be proficient on math and reading MCAs.

50% of all students will increase by at least one proficiency level on math and reading MCAs.

RESULTS:

100% of students will receive documented affirmation for positive behaviors.

Lincoln will have fewer than 20 incidents of out of school suspension.

RESULTS:

95% of all students, 95% of all staff, and 50% of all families will participate in climate surveys.

90% of all students and staff will have attendance rates of 90% or higher. (>153 days in attendance)