FWCS

WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

School Improvement Planning

2020-21

Table of Contents

Introduction 3
The FWCS Change Theory Process 4
District Root Cause Analysis 6
Step 1A: Innovation/Vision – Cabinet 6
FWCS Beliefs, Assumptions, Systems 8
Part II 9
Step 1B: Innovation/Vision – Building - Instructions 10
Step 3: Theory of Change Questions - Instructions 17
Step 4A: District Professional Learning Cycle of Continuous Improvement 22
Step 4B: School Cycle of Continuous Improvement - Instructions 24
Step 5: Logic Model - Instructions 27
Introduction to Step 6: 12-Month Plan/Professional Learning Plan and 33
Step 6 Action Plan 1: 12-Month Plan/Professional Learning Plan 34
Step 7 Action Plan 1: Logic Model Monitoring 40
Step 6 Action Plan 2: 12-Month Plan/Professional Learning Plan 43
Step 7 Action Plan 2: Logic Model Monitoring 46
Step 6 Action Plan 3 (if necessary): 12-Month Plan/Professional Learning Plan 47
Step 7: Logic Model Monitoring 49
Part III 51
Description and Location of Curriculum 52
Titles and Descriptions of Assessments 52
Opportunities for Staff to be Included in Assessment Decisions 54
Plan for Submission/Updating of School Wide Plan 55
Timeline for Submission/Updating/SIP Plan 55
Effective, Properly-Licensed Teachers and HQ Paraprofessionals ..... Error! Bookmark not defined.
Strategies to Attract Effective Teachers 56
Teacher Mentoring Program 57
Responsibilities of School, LEA and SEA 57
Coordination and Integration of Federal, State and Local Funds 58
Pre-K to K Transition Plan ..... Error! Bookmark not defined.
6th Grade Transition Plan ..... Error! Bookmark not defined.
Parental Participation and Community Involvement in Schools ..... Error! Bookmark not defined.
Providing Individual Academic Assessment Results to Parents ..... Error! Bookmark not defined.
Increasing the Amount of Learning Time and Providing Timely Assistance to Struggling Students 58
Technology as a Learning Tool (Wonder if this should be Leveraging Digital) 60
Safe and Disciplined Learning Environment 61
Attendance Rate 61
Core 40 and Honors Diplomas 62
Graduation 62
Cultural Competency 62
Additions to School Improvement Plans Demonstrating College and Career Preparation 63
Benchmarks for Improvement 64
Statutes and Rules to be Waived 64
Pyramid for Success™ Three Tier Model 65
High Ability Academic Emphasis 66
Comprehensive Needs Assessment 69
Key Areas of Focus for Improvement (Narrative) 69
Part IV 71
Appendices 71
FWCS Beliefs, Assumptions, Systems 72
District Resources 86

Introduction

FWCS is a "Learning System." In learning systems:

- All educators commit to **continuous learning** and to applying that learning to their own and others' performance.
- Individuals understand their role in and responsibility for helping the District achieve its **vision**, **mission**, **goals** and **objectives.**
- Educators at every level share responsibility for student and adult learning, dedicate themselves to **continuous improvement**, use **data** to drive decisions and monitor and adjust their practices based on **feedback**. Hirsh, S., Psencik, K. & Brown, F. (2014). *Becoming a Learning System.*

Within FWCS these attributes of a learning system are demonstrated through our District's school and department improvement processes.

School Improvement Planning within FWCS is focused on raising student achievement by utilizing a cycle of continuous improvement that:

- Provides opportunities for **all children** to **meet challenging state academic standards**.
- Uses methods and instructional strategies that **strengthen the school's academic program**, **increase** the amount and quality of **learning time** and provide **an enriched, accelerated and well-rounded curriculum**.
- Addresses the needs of all children, particularly those at risk of not:
    - Reading at or above grade level
    - Being proficient on the state assessment
    - Being disciplined or suspended proportionally to their peers.

This document is intended to provide a roadmap for constructing a school improvement plan that will fulfill federal, state and District requirements. It has been organized to follow the nine steps of the FWCS Change Theory Process.

Part I

Introduction
The FWCS Change Theory Process
District Root Cause Analysis
- Step 1A

District SMART Goals 2020-21
FWCS Beliefs, Assumptions, Systems

Part II

SIP - Steps IB – 7
- Instructions
- Templates

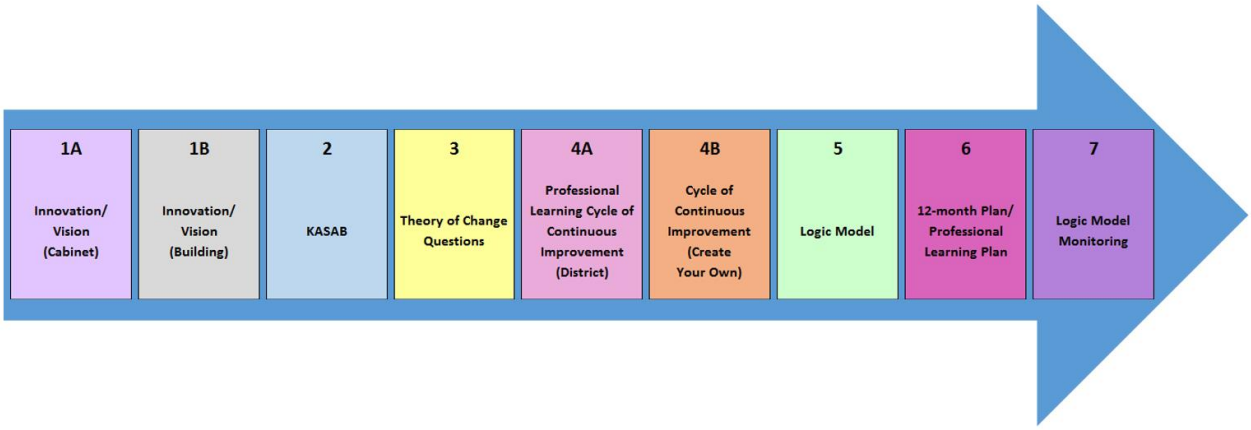
Part III

SIP - Required Components
- State
- Title I

Part IV

Appendices
- FWCS Beliefs, Assumptions, Systems
- District Resources

The FWCS Change Theory Process



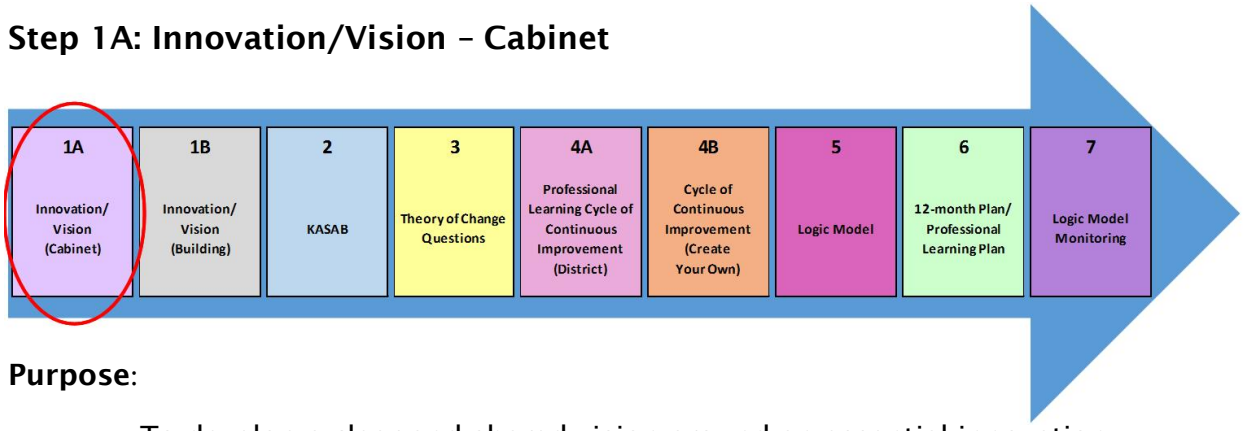
In an effort to meet the challenge of change, FWCS established a system in which all work is designed and implemented from a process with a clear vision and purpose that aligns to the **FWCS Mission: Educating all students to high standards**. The Theory of Change process is designed to instill a systemic design that engages stakeholders and establishes an outline for essential actions required for full implementation with fidelity.

The Change Theory ensures leadership articulates a clear vision and purpose for creating a sustainable culture that influences leadership effectiveness and student achievement. The template is designed to establish early and intermediate accomplishments that will set the stage for long-term results through the cycle of continuous improvement. The cycle instills a learning-focused system centered on knowledge, attitude, skills, aspirations, and behaviors. Hirsh, S., Crow, T. (2017). *Becoming a Learning Team*.

Monitoring the FWCS Change Theory through a cycle of continuous improvement will ensure all stakeholders at the building and district level engage in effective practices and experiences that yield **measurable results.**

District Root Cause Analysis

Step 1A: Innovation/Vision – Cabinet



Purpose:

To develop a clear and shared vision around an essential innovation.

Materials:

Chart Paper, markers, sticky notes.

Preparation:

Engage the vision team in study around the innovation (reading articles, observing classrooms, watching videos and PL opportunities).

Process:

1. Share with team the purpose of the session and the outcome expected.
2. Ask each team member to write on a post-it note individually, in one or two sentences, what the innovation really is.
3. Facilitate the team working together to synthesize what everyone said and come to agreement on one or two sentences that capture all the thinking.
4. Ask the team to follow the same procedure using sticky notes to identify the critical attributes of the innovation. (Again, not having any research to support the thinking might lead to a vision that is similar to what is currently in practice and getting the same results.)
5. Reflect on the work and create a plan to share feedback from all those impacted by the innovation.

District Focus Areas and Goals

1. 100% of students demonstrate ELA proficiency
2. 100% of students demonstrate Mathematics proficiency
3. 100% of students read at grade level
4. 100% of students demonstrate positive behavior

District Targets

Focus Area	Metric	2018-19 EOY Performance	Long-Term Target	2020-21 Target
English Language Arts	Percentage of Students Proficient	32.5%	76.5%	35.9%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Mathematics	Percentage of Students Proficient	26.9%	71.5%	30.6%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	-	-	-
ELL Growth	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	54.4%	77.2%	59%
Positive Behavior Supports	Percentage of Students without a Referral	77.5%	88%	79.6%
Positive Behavior Supports	Total OSS Days	15,301	12,722	9,418(Only In-Person Students)
Attendance	Percentage of Model Attendees	60.7%	82.75%	65.1%

*When comparing to district benchmarks in Section 1B, schools must identify **level** averages (rather than district-wide averages displayed above).

FWCS Beliefs, Assumptions, Systems

In addition to data sources, the District has developed the following Beliefs, Assumptions and Systems to support the achievement of District Goals. You will also want to use these resources and integrate them into your goal setting process. Details and descriptions can be found in the Appendix.

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

Part II

SIP - Steps IB – 7

- Instructions
- Templates

To be completed electronically
and submitted to the IDOE with Part III

Step 1B: Innovation/Vision – Building -
Data Reflection:

A. Begin by assessing your school's overall performance. Before completing the section below, examine your school's SIP profile, available in FWCS BI Reports. These dashboards are intended to provide aggregate performance in your building and among relevant subgroups with respect to overall FWCS SMART goals.

Focus Area	Metric	2020 EOY Performance (District- Level)	2019 EOY Performance (School)	2020 EOY Performance (School)
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 33.5% Middle: 32.8% High: 29.9%	39.5%	N/A
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 39.8% Middle: 28.6% High: 11.3%	47.6%	N/A
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	Elem: 67.1% Middle: 28.1% High: 36.5%	59.7%	63.41%
Positive Behavior Supports	Percentage of Students without a Disciplinary Referral	Elem: 83.3% Middle: 68.8% High: 71.0%	79.8%	81.5%
Positive Behavior Supports	Total OSS Days	Elem: 4,541 Middle: 4,510 High: 5455	340	327
Attendance	Percentage of Model Attendees	Elem: 63% Middle: 58.9% High: 53.2%	68.7%	73.5%

Step 1B Template to complete, continued

With your QIT, use your SIP school profile to answer the following questions:

Data Reflection
• How did overall school performance change in the prior school year? Over the previous years? In 2017-2018, our kids grew in ELA and math proficiency, and they scored slightly above district average. In 2018-2019, our scores dropped but remained above district average. We consistently score above district average, but we have several areas to target for growth.
• How does performance compare to District benchmarks? Our kids are consistently scoring above the district average in both subject areas.
• How does performance vary across demographic subgroups, and how does this compare to subgroup averages across your level in the District? Our African-American subgroup is scoring the lowest, followed by our Hispanic and Multi-Racial subgroups. Our Native American and Asian subgroups are scoring high. Our female students are performing substantially better than males in ELA, but our male students outperform females in math and science. Our special education subgroup struggles in all areas.
• How does performance vary across grade levels, and how may this help action plans for the upcoming school year? All grade levels dropped, so this needs to inform our instruction throughout the building.
• Where are your school's greatest strengths in performance? Where are the greatest challenges and focus areas for the upcoming school year? ELA scores tend to be higher than math, so we need to focus on conceptual learning opportunities in math classes. We also need to work to reach our African-American and special education students. We also need to work on improving attendance rates and reducing behavior referrals/suspensions.

B. For each focus area and SIP target, identify your school's baseline performance, long-term goal, and target for the 2019-20 school year.

Focus Area	Metric	2018-19 EOY Performance (School)(Due to Covid)	Long Term Goal (2022-23)	2020-21 Target
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	39.5%	76.5%	44.5%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	47.6%	71.5%	52.6%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Literacy	Percentage of All Students at Grade Level K-2(NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance (19-20)	Percentage of Students Achieving Growth >=0.2 Levels	59.7%	75%	64.7%
Discipline - All Students	Percentage of Students without a Referral	79.8%	85%	81%
Discipline - All Students	Total OSS Days (In Person Students Only)	340	280	335
Attendance	Percentage of Model Attendees	68.7%	83%	70.3%

Step 1B – Target Setting Guidance

Due to the shortened in person school year last year please use data from 18-19 for English Language Arts/Math Proficiency, Discipline, and Attendance when setting your 2020-21 targets. Use 19-20 data for Ell Performance.

Persistent Attendee: Students with attendance rates of 96% or above, as reported to Indiana. This category includes both excused and unexcused absences, but does not include suspension days.
Improved Attendee: Any student whose attendance rate improves 3 percentage points or more from the previous school year.
Model Attendee: Any student who qualifies as a persistent or improved attendee.

For proficiency and proficiency-like metrics, long-term and 2018-19 targets will be set with the goal of cutting non-proficiency in half by 2022-23, and making equivalent progress in each year in-between. As an example:

A school has an ELA proficiency rate of 54% in 2017-18. (Baseline year)

Long-term target
Non-proficiency: 100%-54%=46%
46%/2 = 23%
23% + 54% = **77%**

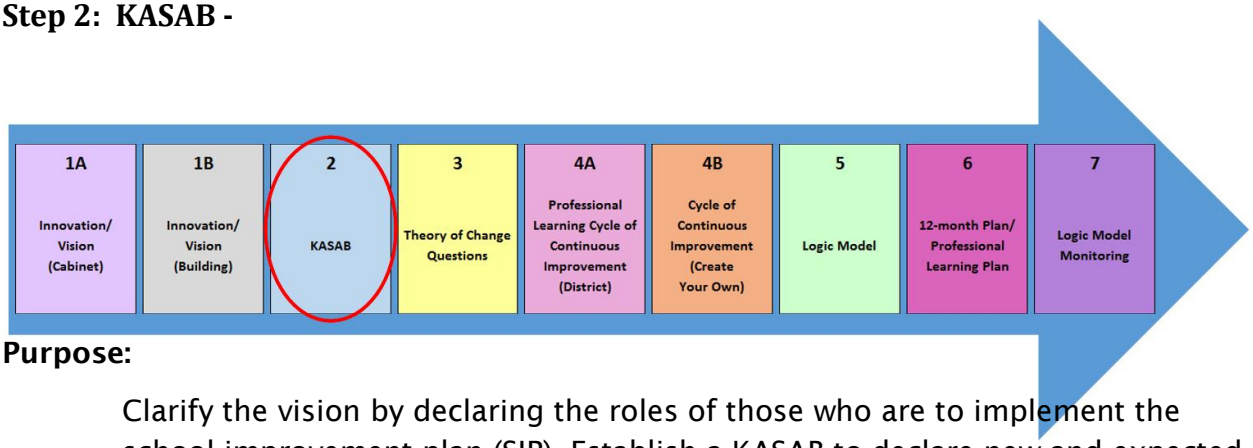
2018-19 Target
23%/5 years=4.6%
4.6% + 54% = **58.6%**
Metrics where targets can be set using this formula include:

• English Language Arts - Percentage of Students Proficient
• Mathematics- Percentage of Students Proficient
• Literacy- Percentage of All Students at Grade Level
• Percentage of Students without a Referral
• Percentage of Model Attendees

For other metrics, district-wide targets are established as follows:

Metric	Long-Term Target	2018-19 Target
ELA - Percentage of Students Achieving High Growth	45%	45%
Math- Percentage of Students Achieving High Growth	45%	45%
WIDA- % of Students Growing 0.5 Levels	Elementary: 70% Secondary: 35%	Elementary: 70% Secondary: 35%
Total OSS	25% Reduction from 2017-18	5% Reduction From 2017-18

Step 2: KASAB -



Purpose:

Clarify the vision by declaring the roles of those who are to implement the school improvement plan (SIP). Establish a KASAB to declare new and expected knowledge, attitudes, skills, aspirations, and behaviors essential to achieve the goals.

Materials:

- Sticky notes
- Chart paper
- Markers
- Pen and pencil

Preparation:

- Ensure everyone participating knows the process and purpose of a KASAB

Process:

1. Clarify the purpose of a KASAB. (A KASAB helps a team understand what shifts in adult practice are essential for the team to fully achieve its moral purpose or the goals of any SIP.)
2. Ask team members to work in small groups and to define the changes in Knowledge, Attitudes, Skills, Aspirations, and Behaviors that will result from the professional learning essential to achieve the SIP.
3. Facilitate the conversations to insure precise language is used. (Knowledge, Attitudes, Skills, Aspirations, and Behaviors)
4. Ensure everyone who is impacted by the SIP provides input into the KASAB and begins to see what they need to understand and learn well.

   Identify stakeholders: for example, interventionists, administrators, teachers, support staff, students, managers, directors, external support, etc.

KASAB					
	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders
Knowledge Conceptual understanding of information, theories, principles, and research					
Attitudes Beliefs about the value of particular information or strategies					
Skills Strategies and processes to apply knowledge					
Aspirations Desires, or internal motivation, to engage in a particular practice					
Behaviors Consistent application of knowledge and skills					

FORT WAYNE COMMUNITY SCHOOLS

Lincoln Elementary School
2020-2021 School Improvement Plan

District Focus Areas

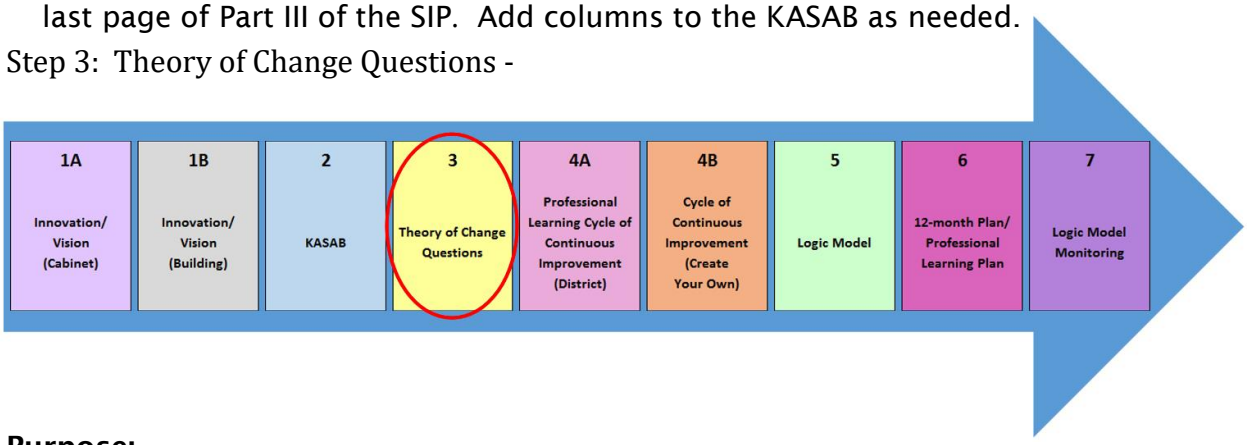
- 100% of students demonstrate ELA proficiency
- 100% of students demonstrate Mathematics proficiency
- 100% of students read at grade level
- 100% of students demonstrate positive behavior

	Students	Parents	Teachers	School Administrators	*Other (coach, interventionists, administrative assistants, support staff)
Knowledge Conceptual understanding of information, theories, principles, and research	-growth mindset -mastery of previous year's standards -personal goals and data (set and monitor)	-expectations (attendance, ILEARN, IREAD, student goals and progress, curriculum) -resources to support -student strengths and weaknesses	-content standards -strategies to teach growth mindset -strategies for differentiation (correctives) -building-wide procedures for student goals and data -increased knowledge of effective teaching practices -restorative practices -curriculum	-teacher strengths and areas for improvement -best practice strategies -strategies for enrichment -knowledge of resources -restorative practices -curriculum -school community	-awareness of classroom dynamics -strategies to support classrooms -understanding of student skill levels -awareness of student BIPs, 504s, SSTs, ILPs, and IEPs -restorative practices
Attitudes Beliefs about the value of particular information or strategies	-growth mindset -important to learn and value education -grit, stamina	-part of our team -supportive and excited -importance of school and attendance	-all kids can learn -differentiation -growth mindset -positivity -desire for continuous improvement -open mindedness	-support school culture of success -purposeful PL -support teachers in all areas -flexibility -positivity -understanding of productive struggle	-must work as a team -support teachers -all students can learn -support the classroom -positivity -open mindedness
Skills Strategies and processes to apply knowledge	-remain engaged -ready to learn -stamina -growth mindset	-engagement with school -communication	-patience and positive attitudes -knowledge of students -knowledge of learning styles and best practices -communication -high expectations -flexibility -time management	-communication -team player -problem-solving on student issues with teachers -create effective PL opportunities	-communication -strategies to work with children effectively -how to reach all levels of instruction
Aspirations Desires, or internal motivation, to engage in a particular practice	-willing and motivated to learn -need to understand importance -believe they can learn -enjoy learning	-safe school -improve outcomes for students -value -team player with school/teacher	-all children can succeed -instill love of learning -teachers grow and learn -connect and motivate all students	-student achievement and high expectations -dedicated staff -teamwork and staff buy-in -doing what is best for kids	-student achievement and high expectations -dedicated staff -teamwork and staff buy-in -doing what is best for kids

Behaviors Consistent application of knowledge and skills	-responsible -respectful -safe -engaged -attendance -persistent -work with others -positive	-supportive and involved in their child's education -role model for students -positive mindset toward school, teachers, and curriculum	-positivity -patience and flexibility -clean slate each day -empathy -life-long learner	-support staff -positive -consistent	-supportive -positive attitude -communication -collaboration -respectful and responsive

* The data from your KASAB may be used to write the required school narrative on the last page of Part III of the SIP. Add columns to the KASAB as needed.

Step 3: Theory of Change Questions -



Purpose:

Develop leaders' skills in establishing an effective theory of change to achieve goals established by their learning community. When working through a Theory of Change, team members consider barriers they will face when working toward full implementation of the SIP to achieve their goals. Analyze the change process essential to achieve the goals.

Materials:

Chart paper, markers sticky notes.

Preparation:

Engage the vision team in study around the SIP

Process:

1. State the team's expectations: Team members will establish a theory of change to achieve the goals they have set as an organization. Team members will develop a clear theory of change before making decisions about the actions they will take to achieve their goals.

2. Explain that a theory of change clarifies all building blocks required to achieve a long-term outcome. This set of connected building blocks establishes a path to success.

3. Ask participants to work in small teams to answer each Theory of Change Question. If team members require additional research before the questions can be answered effectively, ask them to conduct their research and come prepared to share.

4. Consider the questions one at a time. Once each participant has answered, ask each small team to come to agreement.
    a. Ask each team to share results with the whole group.
    b. Find common ideas and come to consensus as a whole group.
    c. Answer the second question in the same way and proceed until all questions are answered.
    d. Ask each team member to reflect on his or her work, share it with the larger community, and make revisions in answers based on the best thinking of everyone.
    e. Use the theory of change to establish a clearly articulated plan of action.
    f. Implement the plan and reflect on the progress regularly.

Theory of Change Questions:

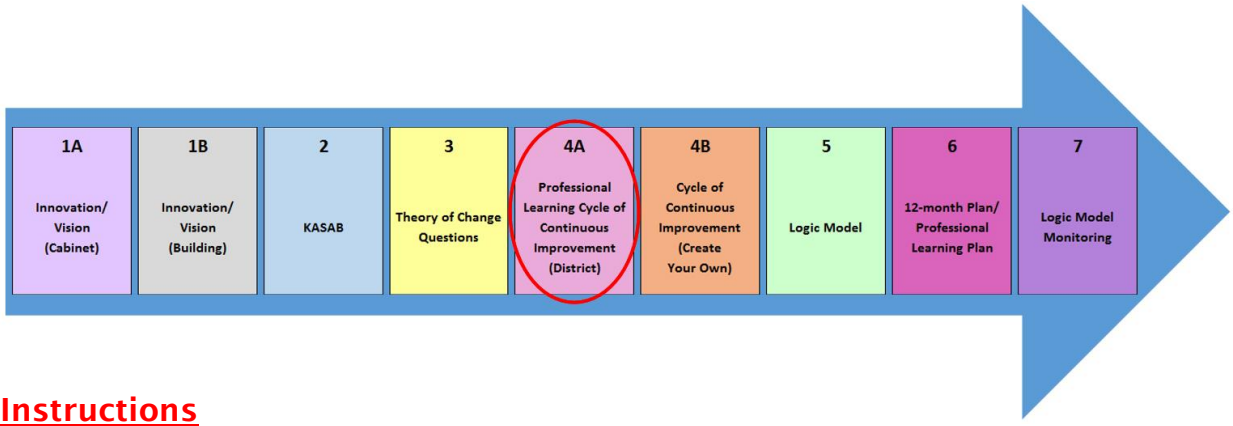
1. What is the current situation that we intend to impact?
2. What will it look like when we achieve the desired results?
3. What do we need to do to achieve that?
4. What behaviors need to change for that outcome to be achieved?
5. What knowledge or skills do people need before the behavior will change?
6. How will we measure our effectiveness?
7. How would we differentiate our work to meet their different needs?

Theory of Change Questions:	
1. What is the current situation that we intend to impact?	• **Our current goal is to provide a rigorous and engaging education for our students, minimizing the negative impact from the spring school shutdown (due to COVID-19).**
2. What will it look like when we achieve the desired results?	• **Students will receive a quality education and engage in meaningful learning experiences.** • **Our school (and each classroom) will be a strong learning culture.**
3. What do we need to do to achieve that?	• **Implement district curriculum** • **Implement the Teaching and Learning Cycle** • **Teachers and students make a commitment to success** • **Offer meaningful, focused PL for teachers and assistants** • **Analyze and monitor data and use to inform instruction**
4. What behaviors need to change for that outcome to be achieved?	• **Use effective differentiation strategies in the classroom** • **Involve all stakeholders** • **Offer effective PL for all goal areas** • **Collaborate effectively and share ideas openly for benefit of the team** • **Stay positive and professional**
5. What knowledge or skills do people need before the behavior will change?	• **Knowledge of curriculum and LMS** • **Strategies for differentiation** • **Strategies for effective classroom management** • **Strategies for communication with parents** • **Resources for community time**
6. How will we measure our effectiveness?	• **Student growth and proficiency on all weekly classroom assessments and district assessments (DIBELS, ILEARN, IREAD, district interim assessments, and common assessments)** • **Reduction in referrals and suspensions** • **Focus Feedback documentation**

7. How would we differentiate our work to meet their different needs?	• **Effective use of building-wide community time** • **Targeted PL to support all staff (including remote teachers)** • **NWEA STBL PLCs**

* The answers to your Theory of Change questions may be used to write the required school narrative on the last page of Part III of the SIP.

Step 4A: District Professional Learning Cycle of Continuous Improvement



Instructions

Purpose:

To ensure educators are developing the skills, attitudes, and behaviors essential for achieving the District goals of the innovation and to move through first and second order change effectively.

Materials:

The graphic of the cycle

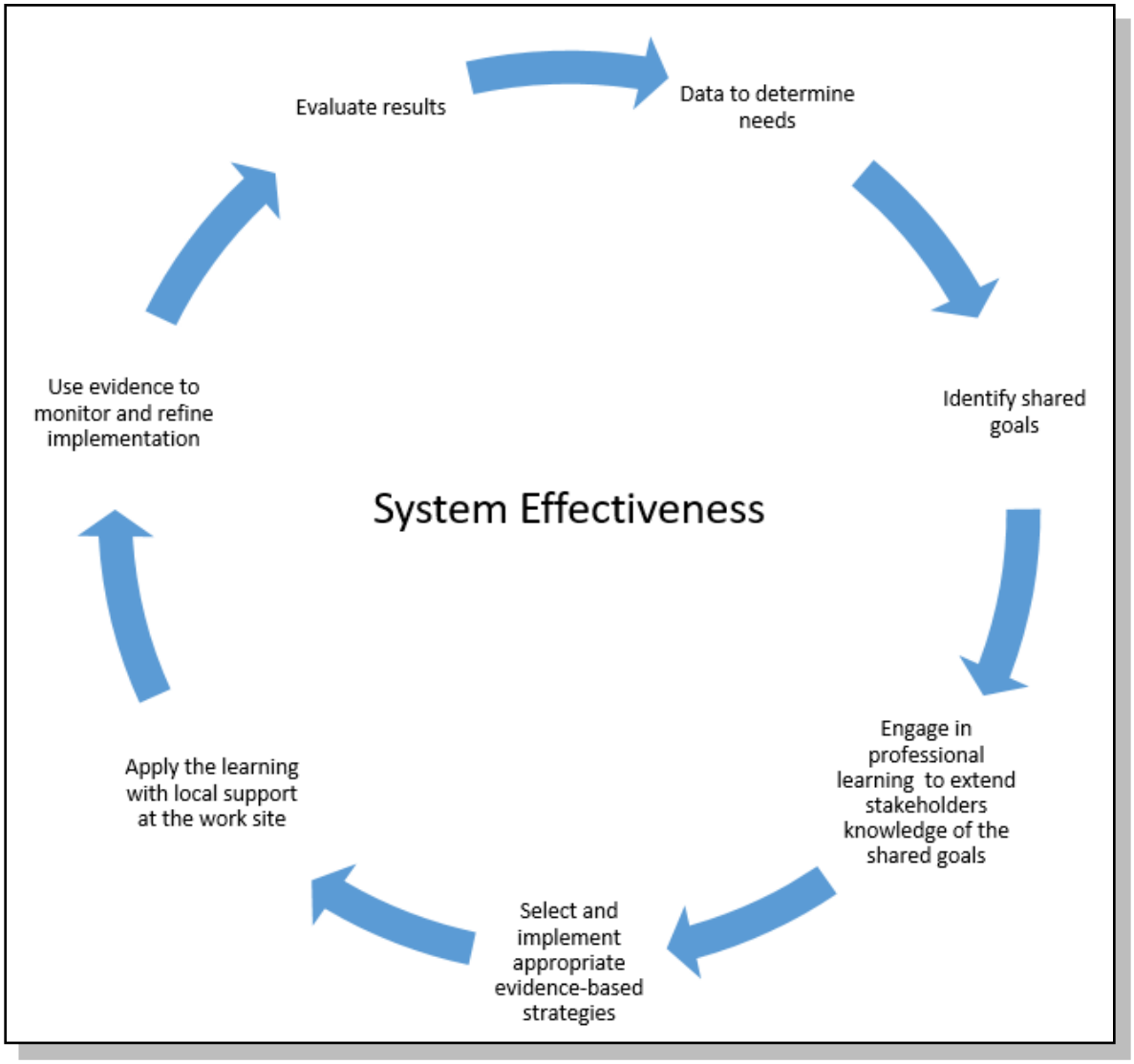
Preparation:

Review the Cycle of Continuous Improvement and bring evidence of where they believe their team is along the cycle.

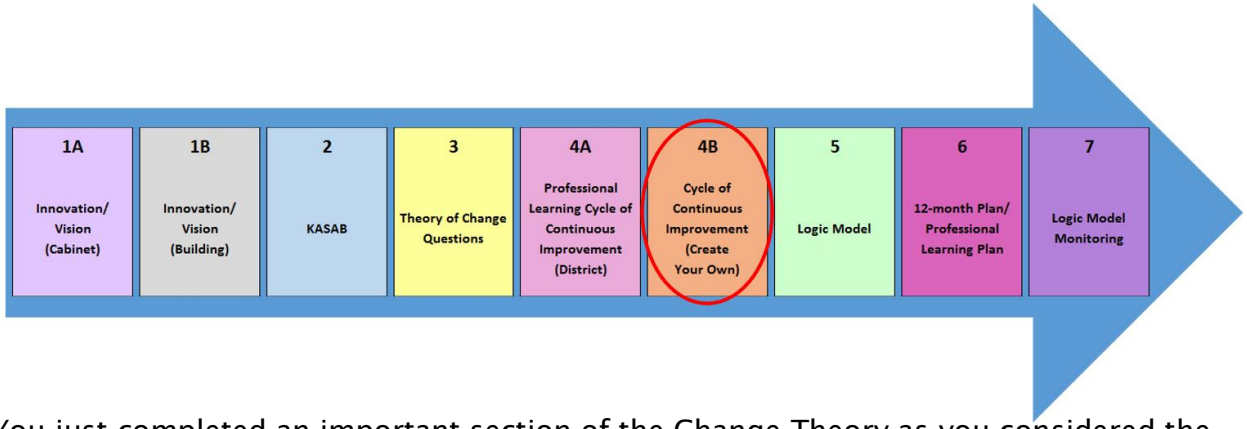
Process:

1. Review the cycle with all team members.
2. Each team member shares perspectives of the value of the cycle in their learning communities and the progress they are making to achieve the goals of the innovation.
3. Each individual shares where they think they are in the cycle and the evidence they brought to support their thinking.
4. Each member of the team gives warm and cool feedback about their progress and the use of the cycle to achieve the goals.
5. Summarize the comments, establish next steps, and commit to them.

Example:


System Effectiveness
Data to determine needs
Identify shared goals
Engage in professional learning to extend stakeholders knowledge of the shared goals
Select and implement appropriate evidence-based strategies
Apply the learning with local support at the work site
Use evidence to monitor and refine implementation
Evaluate results

Step 4B: School Cycle of Continuous Improvement -



You just completed an important section of the Change Theory as you considered the importance of professional learning and areas for growth. In Step 4B, the same process will be used to create a Cycle of Continuous Improvement using the articulate vision (Step 1B) and the elements of your KASAB (Step 2). It is important in this phase to consider whole school change toward improvement.

What will it take to move from where we are to achieve our goals for the year? As you completed your theory of change questions (Step 3), remember that the Cycle of Continuous Improvement ensures successful achievement of the goals outlined in your SIP. How will your school move from vision to high levels of goal attainment?

Purpose:

Develop a cycle that is unique to the innovation and will ensure successful achievement of the goals. This work clarifies each outcome that is essential for a team to establish a clear logic model. A theory of change is grounded in an effective cycle of continuous improvement. It is designed based on: *If this . . Then this . .* thinking.

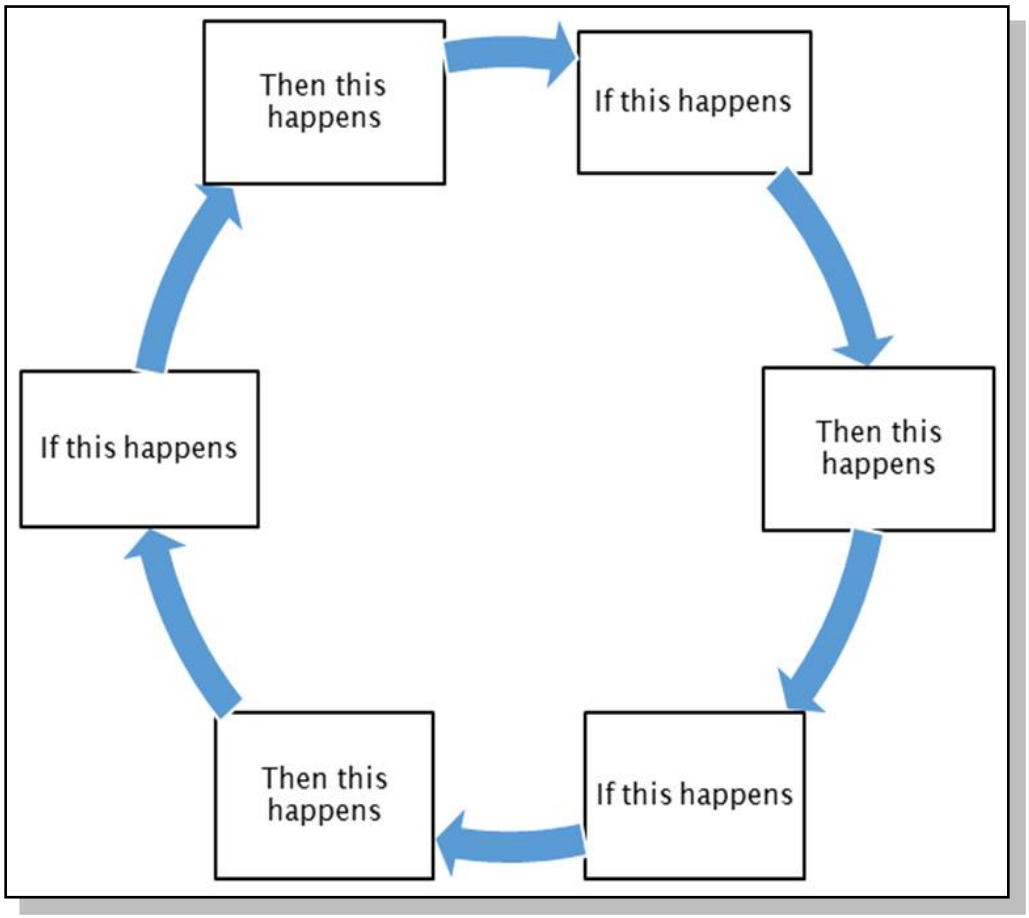
Materials:

- Copy of the *Learning Forward Cycle of Continuous Improvement*
- Copies of the Vision statement
- The KASAB
- Sticky notes

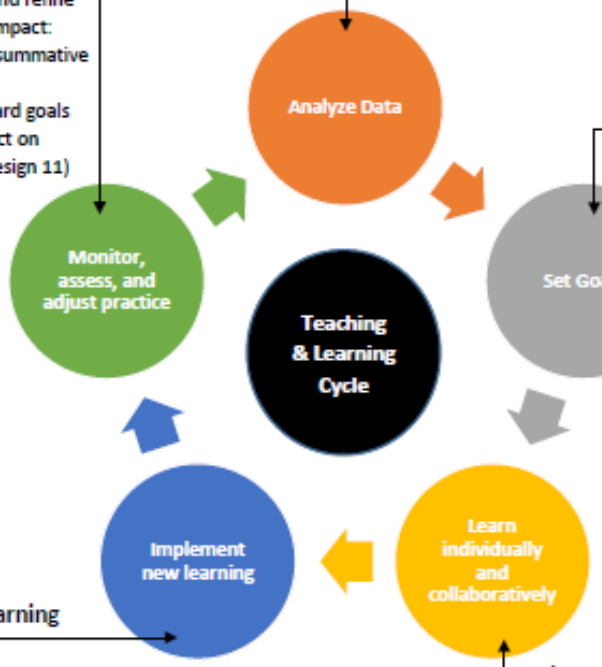
Preparation: (none)

Process:

1. Share the purpose of the cycle of continuous improvement.
2. Teams review the work that is in place (clearly articulated vision and KASAB). Post these around the room.
3. Each person uses sticky notes to write one precise outcome that must be in place to consider the team ready to move on.
4. When everyone has written sticky notes, have them post them all on the wall.
5. Facilitate the team to find common sticky notes.
6. Small groups work on each step and come to a consensus.
7. Organize synthesized statements into a logical circle based on the *Learning Forward Cycle of Continuous Improvement.*
8. Seek feedback and commit to using the cycle when finalized.



FWCS Teaching and Learning Cycle



Analyze Data

Examine student and educator learning challenges:

- Identify and collect essential data
- Organize and display data for analysis
- Examine data for trends, issues, and opportunities
- Summarize the data

Set Goals

Identify shared goals for students and educator learning:

- Review summary statements and set priorities
- Write student goals
- Write educator goals
- Review with others

Learn Individually & Collaboratively

Gain new knowledge and skills; examine assumptions, aspirations, and beliefs:

- Review goals and clarify critical content
- Write team and individual learning agendas
- Schedule the learning
- Develop SCIPs aligned to academic standards (Learning Designs 1-3)
- Develop assessments, units of study, and lesson designs aligned to the complexity and rigor of the academic standards and SCIPs (Learning Designs 4-8
- Engage in learning to inform application
- Differentiate planning of instruction based on ongoing data of student needs
- Integrate technology in instruction in meaningful ways

Implement New Learning

Implement new lessons and assessments with local support in the classroom:

- Develop plans for instruction and use of new strategies (Learning Design 9)
- Use tools or resources to guide implementation and support adaptation as necessary (Learning Design 10)
- Enlist job-embedded support
- Engage in feedback process with evidence from others to inform continuous improvement
- Orchestrate effective discourse in the classroom to challenge students' thinking and to ensure all students clarify and justify their ideas orally and in writing
- Engage students in worthwhile tasks that develop mastery in standards and concepts

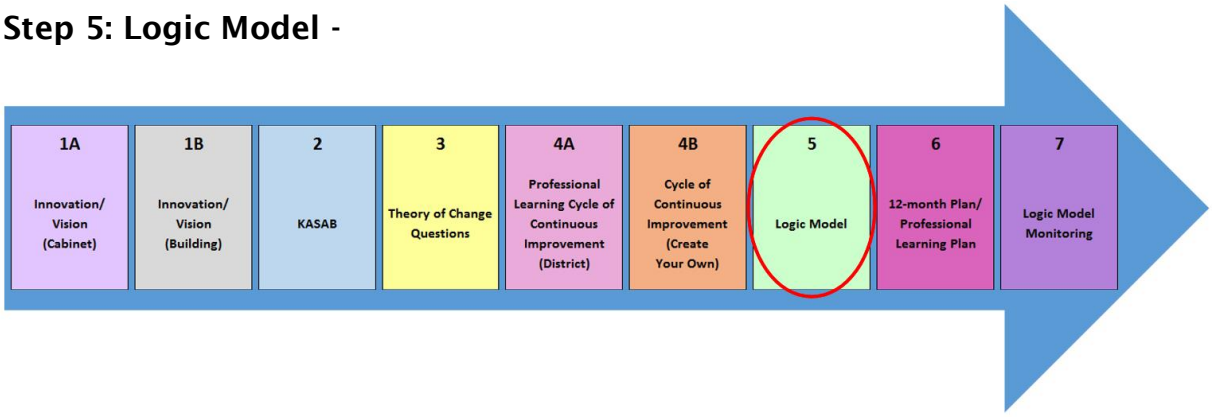
Monitor, assess, and adjust practice

Use evidence to assess and refine implementation and impact:

- Collect formative and summative data
- Monitor progress toward goals
- Analyze data and reflect on outcomes (Learning Design 11)
- Refine and determine next actions for corrective instruction and enrichment (Learning Design 12)
- Re-assess

Adapted from Becoming a Learning Team
- Hirsch, S. and Crow, T.

Step 5: Logic Model -



Purpose:

To clearly articulate first and second order change/outcomes and essential resources to accomplish the moral purpose, the goals of an organization, and the innovation essential to achieve the goals. Develop a logic model identifying short-term, mid-term and long-term outcomes. You and your QIT will complete the logic model to align with your data and goals.

Materials:

The completed vision of the SIP, the goals, KASAB, Theory of Change Questions, District professional learning cycle of continuous improvement and cycles of continuous improvement.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term outcomes established in the logic model.

(Process continued on next page)

Process:

1. What are the long-term outcomes that we would see when we are achieving our goals? Establish long-term outcomes first.
2. What are the short-term outcomes that will move the team through second order change? Establish short-term outcomes.
3. What are the intermediate outcomes that will move the team through second order change? Establish intermediate outcomes.
4. What resources and attitudes do we have going for us that will assist us in achieving our outcomes?
5. What resources will we need that we do not have right now? Determine books, time, organizational structures that must be in place for us to be successful.
6. Determine person(s) responsible

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
English	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	• (K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	• ELA Curriculum • Deep Learning • (6-12) Discovery Ed (STEM/STEAM) • (K-12) Approved Supplemental Resources (List on LMS) • NWEA	Principal, Assistant Principal, English Teacher, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	• (K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	• Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		

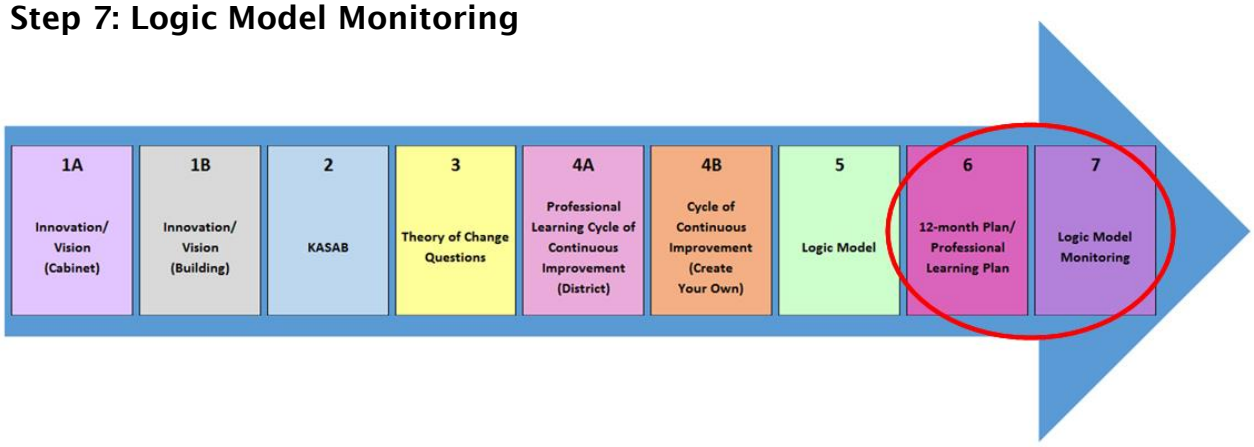
Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Math	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	• (K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	• FWCS Math Curriculum • (K-5) Math in Practice • (K-5) Go Math • (K-5) DreamBox • (K-12) Approved Supplemental Resources (List on LMS) • (K-12) Mathematical Mindsets (Curriculum Collaborators) • Deep Learning • NWEA	Principal, Assistant Principal, Teachers, Math Teacher, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	• (K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	• Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Science, Social Studies, Related Arts, Special Education, ELL	• (K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	• (K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	• (K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	Deep Learning • (K-12) Approved Supplemental Resources (List on LMS) • FWCS Curriculum	Principal, Assistant Principal, Teachers Science, Social Studies, Related Arts, Special Education, ELL teachers, Instructional Coach
	• (K-12) All teachers monitor, assess, and adjust practice based on data.	• (K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	• (K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	• (K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	• Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	• Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	• Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	• Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
Positive Behavior Supports	• (K-5) K-12 Social and Emotional learning competencies will be seen in every classroom • (K-5) Students know how to self-regulate so that they can engage with meaningful curriculum • (K-5) All teachers will understand the importance of character development and the strength of a strong learning culture.		• (K-5) All classroom teachers will integrate PBIS: post matrix and facilitate lesson plans • (K-5) All classroom teachers will follow bullying lesson plans as outlined in LA curriculum maps and make learning meaningful for students	• (K-5) Elementary Bullying lessons • (K-5) PBIS matrix/lesson plans • (K-5) Social Emotional Lesson Plans • (K-5) Conscious Discipline (online learning and book study) • (K-5) 100 Days of Educational Neuroscience • (K-5) Power BI—data analysis • (K-5) PBSS Coordinators • Bullying curriculum and lesson plans	Principal, Assistant Principal, Teachers, Guidance Counselors, Case Managers

* Your completed Logic Model may be used to write the required school narrative on the last page of Part III of the SIP.

Introduction to Step 6: 12-Month Plan/Professional Learning Plan and Step 7: Logic Model Monitoring



The purpose of Steps 6 and 7 is to create a 12-Month Plan for short-term, intermediate and long-term outcomes along with a clear system for monitoring the progress of those plans. Use the completed Step 5 (Logic Model) to complete Steps 6 and 7.

The Step 6 protocol involves three sections as you determine separate action plans for short-term, intermediate and long-term outcomes. After completing the first action plan in Step 6, assess the impact of the plan in Step 7 **before moving on to the next action plan in Step 6.**

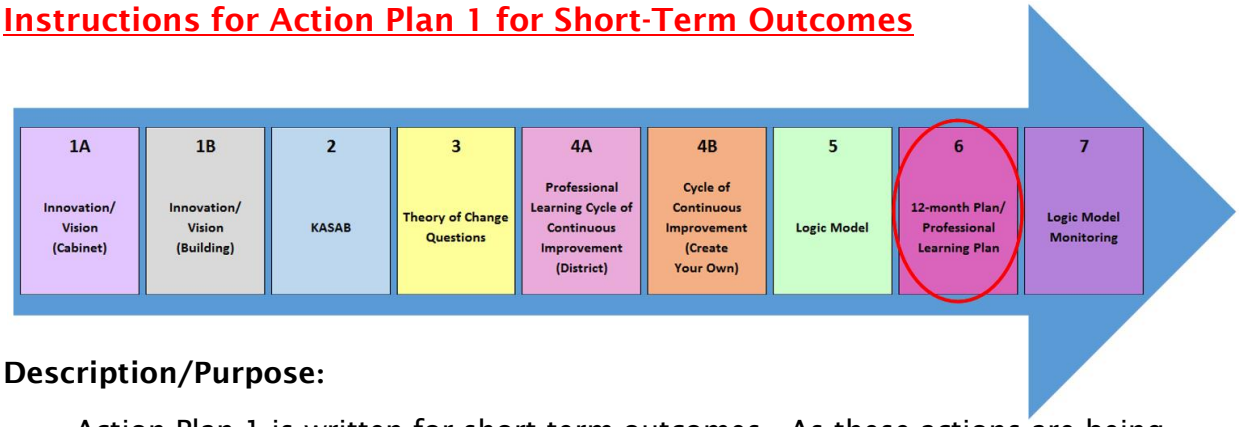
The following chart reflects the planning (Step 6) and assessment (Step 7) processes for your action plans:

Step 6	Step 7	Step 6	Step 7	Step 6	Step 7
Action Plan 1 Short-term outcomes		Action Plan 2 Intermediate outcomes		Action Plan 3 Long-term outcomes	

While you will create three separate action plans in Step 6, you will complete only *one* Step 7 template, in stages, after each action plan.

Step 6 Action Plan 1: 12-Month Plan/Professional Learning Plan

Instructions for Action Plan 1 for Short-Term Outcomes



Description/Purpose:

Action Plan 1 is written for short-term outcomes. As these actions are being implemented, the QIT can write an action plan for intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials:

A copy of the vision of the SIP, the goals, KASAB, Theory of Change questions, District professional learning cycle of continuous improvement, the cycle of continuous improvement and standards for professional learning.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in the Action Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the short-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

Step 6 Template to complete for Action Plan 1 for Short-Term Outcomes

Short-term ELA Outcomes:

-All learning communities establish a clearly articulated plan for the cycle of continuous improvement.

-All teachers engage in goal setting with students and for themselves as a learning team.

-Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.

-Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.

Short-term Math Outcomes:

-All learning communities establish a clearly articulated plan for the cycle of continuous improvement.

-All teachers engage in goal setting with students and for themselves as a learning team.

-Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.

-Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.

Short-term Readiness to Learn Outcomes:

-All classroom teachers will integrate PBIS: post matrix and facilitate lesson plans

-All classroom teachers will follow bullying lesson plans as outlined in LA curriculum maps and make learning meaningful for students

Action Plan 1- Short-Term Outcomes Lead to Intermediate Outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
ELA	Review the Cycle for Continuous Improvement and how it is utilized during collaboration and common planning	Utilizing the Cycle for Continuous Improvement	Principal, assistant principal, administrative intern, QIT members, instructional coach	• FWCS Literacy Framework • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	September	Use of collaboration and common planning forms

ELA	Analyze NWEA data to inform whole-group instructional planning	NWEA Report and Learning Continuum PL	NWEA representative, principal, administrative intern, instructional coach, district coach	NWEA website	September	Completion of the first round of NWEA STBL PLCs
ELA	Revise Lincoln Collaboration Form to focus on NWEA data and how it will impact whole-group instruction	Utilizing the Cycle for Continuous Improvement	Principal, assistant principal, administrative intern, instructional coach, QIT	Lincoln Collaboration Form	September	Revised Lincoln Collaboration Form
ELA	Using NWEA data and goal setting, create effective lesson plans that integrate the 6 C's and 4 E's of Deep Learning	Deep Learning Refresher PL (6 C's and 4 E's)	Principal, administrative intern, instructional coach	Deep Learning books and NPDL website	October	Lincoln Common Planning Forms

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
Math	Review the Cycle for Continuous Improvement and how it is utilized during collaboration and common planning	Utilizing the Cycle for Continuous Improvement	Principal, assistant principal, administrative intern, QIT members, instructional coach	• (K-12) Math Framework • Agile Mind • (6-8) NCTM Principles to Actions • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	September	Use of collaboration and common planning forms
Math	Analyze NWEA data to inform whole-group instructional planning	NWEA Report and Learning Continuum PL	NWEA representative, principal, administrative intern, instructional coach, district coach	NWEA website	September	Completion of the first round of NWEA STBL PLCs
Math	Revise Lincoln Collaboration Form to focus on NWEA data and how it will impact whole-group instruction	Utilizing the Cycle for Continuous Improvement	Principal, assistant principal, administrative intern, instructional coach, QIT	Lincoln Collaboration Form	September	Revised Lincoln Collaboration Form

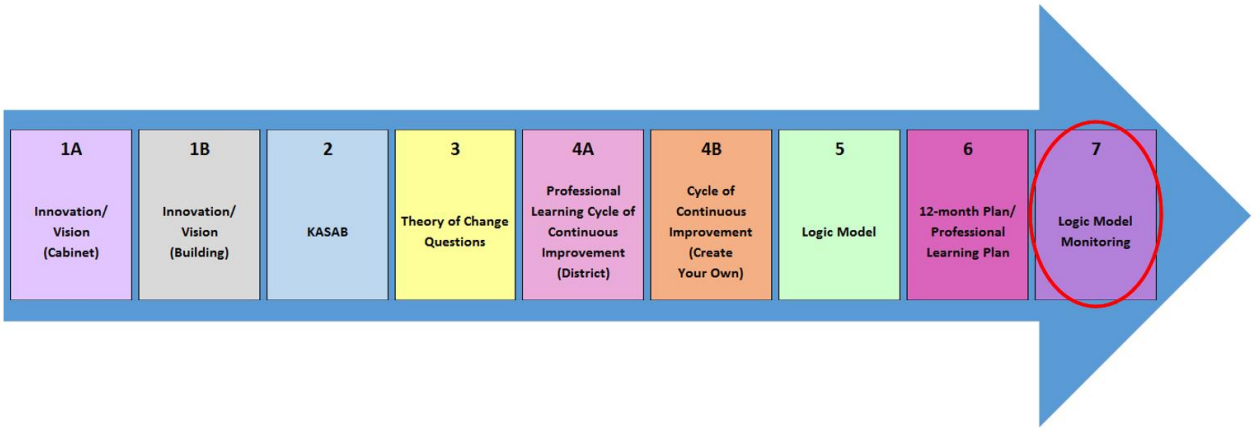
Math	Using NWEA data and goal setting, create effective lesson plans that integrate the 6 C's and 4 E's of Deep Learning	Deep Learning Refresher PL (6 C's and 4 E's)	Principal, administrative intern, instructional coach	Deep Learning books and NPDL website	October	Lincoln Common Planning Forms

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug-Oct	Evidence of Completion
Science, Social Studies, Related Arts, Special Education, ELL	Teacher teams utilize the Lincoln Common Planning form to design effective lesson plans that integrate the 6 C's and 4 E's of Deep Learning	Deep Learning Refresher PL (6 C's and 4 E's)	Principal, administrative intern, instructional coach	• (K-12) FWCS Science Framework • (K-12) FWCS Scope and Sequence • (K-5) HMH Science Dimensions • (K-8) Discovery Education • (K-12) Cycle of Continuous Improvement • (6-12) FWCS Unit and Lesson Plans • Social Studies textbook adoption materials • Learning Designs 1-8 • SPED? • ELL? • Related Arts?	October	Lincoln Common Planning Forms
Science, Social Studies, Related Arts, Special Education, ELL	Teachers meet with district technology	Monthly Technology PL	District Technology Coordinator	•	August-October	Coordinator Notes

	coordinator each month to maximize technology integration and student engagement.					
				•		
Focus Area	**Action Steps**	**Professional Learning**	**Person Responsible**	**Resources**	**Timeline Aug-Oct**	**Evidence of Completion**
Positive Behavior Supports	Case manager will maintain FWCS anti-bullying program.	• (K-12) Support with bullying curriculum as outlined in ELA scope/sequence • (K-12) Understanding of PBIS matrix • (K-12) Support with PBIS lesson plans	Case manager	• (K-12) District PBIS matrix and lesson plans • (K-12) Bullying lesson plans	August	Lesson Logs
Positive Behavior Supports	Teachers will use community circles and other community-building techniques during morning community time each day.	• (K-12) Understanding of SEL competencies • (K-12) Support with roll out of SEL lesson plans • *(K-12) Edu-neuroscience* (6-12) Employability Skills integrated into ELA: Life long learning, self confidence, self discipline	Grade-level teachers	• (K-12) SEL lesson plans • (6-12) Employability Skills resources	August-October	Community Time Activities and Classroom Walkthroughs
Positive Behavior Supports		• (K-12) Understanding of SEL competencies • (K-12) Support with roll out of SEL lesson plans • (K-12) Connection • (K-12) Self-Care plan • (6-12) Employability		• (K-12) SEL lesson plans • (K-5) Mindfulness videos and reflection • (6-12) Employability Skills resources	October	

		Skills integrated into ELA: Life long learning, self confidence, self discipline				

Step 7 Action Plan 1: Logic Model Monitoring



Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Change Process Tools: Vision to Logic Model

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish measures of effectiveness, evidence and artifacts for short-term, intermediate and long-term outcomes on the logic model.
2. Determine the analysis process for those indicators.

3. Determine who will be responsible for gathering data, evidence and artifacts and facilitating the evaluation along the way.

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data
Cycle for Continuous Improvement	Team collaboration and common planning meetings/forms, LMS pages, Focus Feedbacks	Teachers will utilize the Cycle for Continuous Improvement to analyze data and guide whole-group instruction.	Principal, assistant principal, instructional coach
NWEA Data Analysis/Lincoln Collaboration Form	Team collaboration and common planning meetings/forms, LMS pages, Focus Feedbacks	Teachers will administer assessments and analyze report data to inform whole-group instructional planning.	Principal, assistant principal, instructional coach
Common Planning	Common planning forms, LMS pages, Focus Feedbacks	All teachers will utilize the common planning form to design engaging whole-group instruction that also	Principal, assistant principal, administrative intern, instructional coach

		implements Deep Learning (6 C's and 4 E's)	
Community Circles	**Community time activities, classroom walkthroughs**	**Grade-level teachers will utilize community circles regularly to develop a strong classroom culture.**	**Case manager, administrative assistant, grade-level teachers, building administration**

You will complete only *one* Step 7 template, in stages; **refer back to this template after completing each Action Plan in Step 6.**

Step 6 Action Plan 2: 12-Month Plan/Professional Learning Plan

Use short-term outcomes to develop intermediate outcomes.

Purpose:

Use the same data analysis protocol to determine actions for the School Action Plan 2, which are the intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term goals established in the 12-Month Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the intermediate outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

Step 6 Action Plan 2: Template to complete for intermediate outcomes

Intermediate ELA Outcome _____

Intermediate Math Outcome _____

Intermediate Readiness to Learn Outcome_____

Action Plan 2 - Intermediate outcomes lead to long-term outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Nov-Feb	Evidence of Completion
ELA						
ELA						
ELA						
Math						
Math						
Math						

Science						
Science						
Science						
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Sensory Motor Integration*		• (K-12) SEL lesson plans	November	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Gratitude*		• (K-12) SEL lesson plans	December	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Insight* • (K-12) Analysis of data – what does it mean • (K-12) PBIS booster (lesson plans)		• (K-12) SEL lesson plans • (K-5) Power BI	January	
Positive Behavior Supports		• (K-12) Support with Fight the Spoke plan • (K-12) Support with roll out of SEL lesson plans • (K-12) *Critical Thinking*		• (K-12) SEL lesson plans	February	

Step 7 Action Plan 2: Logic Model Monitoring

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Step 7 Action Plan 2: Template to complete for Intermediate Outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Step 6 Action Plan 3 (if necessary): 12-Month Plan/Professional Learning Plan

Purpose:

Use the same data analysis protocol to **reassess** your long-term outcomes established in Step 5. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in Step 6.

Process:

1. Develop a clearly articulated action plan to achieve each of the long-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5.

Step 6 Action Plan 3(if necessary): Template to complete for Long-Term Outcomes

Long-term ELA Outcome _____
Long-term Math Outcome _____
Long-term Readiness to Learn Outcome_____

Action Plan 3 - Long-term outcomes (if necessary)

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Mar-May	Evidence of Completion
ELA						
ELA						
Math						
Math						
Science						
					May	

Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Mindset*		• (K-12) SEL lesson plans	March	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Regulation*		• (K-12) SEL lesson plans	April	
Positive Behavior Supports		• (K-12) Support with roll out of SEL lesson plans • (K-12) *Collaboration*		• (K-12) SEL lesson plans	May	

Step 7: Logic Model Monitoring

Instructions for Action Plan 3 for Long-Term Outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Step 7 Action Plan 3: Template to complete for Action Plan 3 for Long-Term Outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Part III

SIP - Required Components

- State
- Title I

To be completed electronically
and submitted to the IDOE with Part II

Lincoln Elementary School

Description and Location of Curriculum

The Fort Wayne Community Schools (FWCS) K-12 curriculum is based on the Indiana Academic Standards/College & Career Ready State Standards (CCRSS) and is provided to students in accordance with the Course and Program Descriptions for Indiana Schools. The course guide provides a broad understanding of the content and pre-requisite knowledge required in all offered courses. FWCS curriculum includes the scope of a course which includes grade level standards to be taught and learned by the end of the course's completion and the sequence of learning experiences that are to be taught and learned to lead to mastery. For each subject area, the district identifies a variety of modes of delivery that teachers use for learning and the ways in which students apply these modes to engage in learning. These strategies serve as an Instructional Framework which identifies the educational practices that are expected in FWCS classrooms. Principals, teachers and instructional support staff receive ongoing professional learning. FWCS curriculum allows teachers to provide instruction to address students' specific needs which include high ability students, special education students, students for whom English is a new language and other students with individualized needs.

A copy of the district's curriculum, Scope and Sequence, Units and Lessons, models and moral purpose are located on the FWCS Curriculum, Assessment and Instruction website and in our Learning Management System.

At the Elementary Level, parents receive information about their child's progress through quarterly standards-based report cards. Teachers mark each standard indicator as performing below, approaches, masters or exceeds grade level.

Titles and Descriptions of Assessments

The Fort Wayne Community Schools' Assessment System is a suite of formative and summative assessments aligned to the Indiana Academic Standards/College & Career Ready State Standards (CCRSS). Designed as a critical component of a strong instructional program, the assessments are used to monitor student learning and to identify student, class, school and district strengths and weaknesses. Results of the assessments are used to inform instructional decisions and modify instruction to ensure success for all students. Conscientious use of the Assessment System will lead to an alignment of the written, taught and tested curricula, which will result in improved student learning.

The FWCS Assessment System includes the following components:

Curriculum-based Assessments
Curriculum-based assessments are provided with adoption materials. The assessments align with Indiana Academic Standards and with ISTEP+ and ILEARN assessment formats. Teachers may use the materials weekly and/or at the end of units of instruction as they align to the Scope and Sequence

.

Northwest Evaluation Association (NWEA)
NWEA provides MAP (Measures of Academic Progress) Growth or MAP Fluency testing and is an online adaptive assessment to see where a student is academically. This tool is used to represent academic growth in Reading and Math and uses a "RIT Scale" to determine kindergarten through 10th grade levels.

- MAP Reading Fluency measures oral reading fluency, comprehension, and foundational skills for K-2. MAP Growth measures what students know, regardless of their grade level for K-10. It also measures growth over time, allowing you to track your student's progress throughout the school year and across multiple years.
- NWEA will be given a minimum of three times during the school year at the beginning, middle and end. Teachers can use the scores to inform instruction, personalize learning, and monitor the growth of individual students. Principals and district administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) - Grade 10
ISTEP+ is a standardized test mandated by the State for all students in grade 10 ISTEP+ tests English/Language Arts and Math. The assessment is administered in the spring and will be considered the Graduation Qualifying Exam for grade 10 students in 2020.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) – Grades 3-8
ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5 and 7)
- Biology (High School)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/ilearn)

Indiana Reading Evaluation and Determination (IREAD-3) – Grade 3
IREAD-3 is a standardized test mandated by the State for all students in grade 3. IREAD-3 is a summative assessment that measures foundational reading standards through grade 3.

Indiana's Alternate Measure (I AM) – Grades 3-8 and 10
I AM measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4 and 6 and Biology)
- Social Studies (Grade 5)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/iam)

High-Ability Assessment

- **CogAT:** The Cognitive Abilities Test measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. All students in grades K, 2, 5 and select students in grade 8 will be assessed using the CogAT screener. Students scoring in the 88th percentile based on local norms (grade 8 uses national norms) will be given the CogAT full battery. This assessment is used to determine identification of students as High Ability in the areas of English/Language Arts and/or Mathematics.

WIDA ACCESS for ELLs English Language Proficiency Assessment
This assessment of English language proficiency is administered once annually to all Limited English Proficient students in grades K-12. It measures proficiency in speaking, listening, reading and writing and yields an overall English proficiency level. This assessment is used to measure student progress in English language development from year to year as well as determine when a student achieves fluency in English and exits ELL services.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) – Grades 10-11
The PSAT and PSAT/NMSQT are administered in grades 10 and 11 and provide schools and students the chance to assess progress toward college and career readiness. They also serve as a chance for students to preview and practice for the SAT, as the tests are tightly aligned. The PSAT/NMSQT is the official route of entry to the National Merit® Scholarship Program.

Opportunities for Staff to be Included in Assessment Decisions

State mandated assessments (ISTEP+, ILEARN, and IREAD-3) are directed by the IDOE Division of Assessment. District level summative assessments are selected by the administration with valuable input from teachers through building level and district level discussions. Formative assessments are selected by the district's Academic Services, departments and the administration, along with teacher input. Formative assessments may be commonly used across the district, such as NWEA and or common assessments written in our FWCS curriculum. School based staff are also involved in district annual reviews of the implementation of the FWCS Assessment System.

At Lincoln Elementary School, teachers collaborate in the analysis of student achievement data. Included in collaboration meetings are general education classroom teachers, student interventionists (if applicable), building coaches, special education teachers, special area teachers and other pertinent instructional and support staff. In addition, the Quality Improvement Team (QIT) which is led by the principal and comprised of representatives from all grade levels, special areas, support staff, parents, and the community analyze student achievement data and assessments.

Assessments and use of the assessments are discussed during QIT meetings and then information is provided to staff for their input.

Plan for Submission/Updating of School Wide Plan

The Lincoln Elementary School principal, along with the Quality Improvement Team led by the principal and consisting of teachers, paraprofessionals, parents, and community members is responsible for creating and adopting the school wide/PL 221 Plan with regular input from the school staff. The members of Lincoln's Quality Improvement Team are:

Name	**Position** (e.g., Principal, Biology Teacher, Parent, Student)
Claire Paul	Principal
Louise Schultheis	Assistant Principal
Reannon Grover	Administrative Intern
Kim Tanner	Case Manager
Erin Lents	Teacher
Whitley Starnes	Teacher
Samantha Hood	Teacher
Nanette Miller	Teacher
Emily Brown	Teacher
Angie Freimuth	Teacher
Kim Fransen	Teacher
Amy Maupin	Teacher
Rafael Colon	Instructional Coach

Timeline for Submission/Updating/SIP Plan

July - September	Review plan and gather data; research best practices; revise plan
September	Invite parents to review the draft of the plan and offer feedback/suggestions for modifications
September 30	Share draft with your director for feedback
October 2	After you receive approval from your director, upload final plan to Indiana Department of

	Education and to your school's SIP folder on the FWCS Document Site

Strategies to Attract Effective Teachers

FWCS is committed to hiring effective teachers for all positions in our schools. We have many strategies in place to ensure that this happens:

- Valid licensing is required for all our teaching positions; candidates must provide proof of appropriate licensing to be considered for positions.
- Those who have not met all the requirements for licensing are required to obtain Emergency Permits. Under Indiana regulations, Emergency Permits do not meet the definition of highly qualified.
- FWCS has stringent requirements to ensure that all licenses are renewed in a timely manner.
- Strategies used to attract effective teachers to FWCS include but are not limited to:
    - Network within current staff regarding looking for good candidates
    - FWCS Website
    - Postings on Department of Education Website
    - Direct contact with universities regarding candidate searches
    - Community networking including Focus Groups and several social media sites
    - Careful observation of student teachers and interns
    - When candidate(s) is identified, prompt action is taken

FWCS is an award-winning district and offers numerous programs and resources for its teachers and students as well as competitive salary and benefits package.

Teacher Mentoring Program

Fort Wayne Community Schools has an Academy for Effective Instruction for teachers new to the district. Within the building, all teachers receive personalized, intensive professional learning from district and building instructional coaches. To support job embedded professional learning, district coaches collaborate with classroom teachers through modeling and coaching. In addition, all teachers attend district-wide professional learning, when appropriate. Lincoln has one or more building instructional coaches (if applicable) who build mentoring relationships in order to provide personalized, job-embedded professional learning. In addition, the administrator facilitates the improvement of instruction through a four-step support process. This process includes observations, initial feedback observations, focused feedback observations, and a formal evaluation. Professional learning needs for individual teachers are determined through this support process.

Responsibilities of School, LEA and SEA

The responsibilities of the school include, but are not limited to, completion of the following activities for staff development and methods to ensure compliance with participation and student achievement requirements:

- Maintaining an assessment checklist of responsibilities and compliance for all staff administering ILEARN;
- Annually reviewing, prior to ILEARN testing window, all participation and accommodation requirements;
- Providing ongoing opportunities for professional learning focused on the implementation of the school wide/school improvement plan;
- Providing ongoing professional learning in meeting the instructional needs of diverse learners (special education and economically disadvantaged) in both Reading and Mathematics as identified through AYP analysis;
- Completing ILEARN data analysis after results are returned;
- Requesting technical assistance from the LEA, as needed;
- Using SEA online resources and requesting technical assistance from the SEA; and
- Providing technical assistance and guidance in all phases of planning and implementing the school wide Title I plan.

The responsibilities of the LEA include acting as a liaison between IDOE and Lincoln to support compliance with all requirements, monitor the implementation of the school wide/school improvement plan, and provide technical assistance as requested by the principal or other designated staff member. The LEA provides support for the plan through district-wide professional learning through school level and district level content-area instructional coaches and curriculum coordinators. A pyramid of interventions is utilized for providing additional support for students, teachers, and administrators.

The responsibilities of the SEA are to provide oversight of all Title I requirements and provide technical assistance to develop a school wide plan and its subsequent implementation. The SEA also has the responsibility to provide up-to-date Title I

information through workshops offered once each semester, various online resources such as the ASAP web site, Title I monitoring documents, access to the Indiana Academic Standards and related instructional resources, online professional learning modules, and provide a liaison to assist with the Title I grant implementation.

Coordination and Integration of Federal, State and Local Funds

Fort Wayne Community Schools has chosen not to combine federal, state, and local funds. FWCS is aware that option is available. Although FWCS chooses not to combine funds, FWCS considers all available monies before making decisions as to how funds will be spent. FWCS does this in order to make the best use of all funds. In addition, great care is taken to ensure that Title I funding is used to supplement, not supplant programs.

The general fund is used to provide materials, supplies, technology, equipment, salaries, benefits, etc. The capital projects fund provides money for transportation, building projects and equipment, etc. Title IIA funds are used to offer professional learning opportunities for all instructional staff in core academic subjects. Title III funds are used to provide schools with English language learner (ELL) students with supplemental materials and supplies and professional learning to meet the unique needs of this student population.

The district also has other federal, state, and local grants that support district initiatives including professional learning, incentive pay and technology support. These funds are distributed at the district level and when possible, distributed directly to the building for classroom support.

Increasing the Amount of Learning Time and Providing Timely Assistance to Struggling Students

- **English Language Learner (ELL) Teachers and Paraprofessionals** – Certified Teachers provide English Language Development (ELD) instruction to identified students. Paraprofessionals provide ELL support to small groups of ELL students or support ELL students during direct instruction in classrooms.
- **K-12 Tier 2 Targeted Instruction Teachers** – All teachers have an HQ Reading Endorsement and/or a general licensure to teach mathematics. All approved Tier 2 instruction options are established on scientifically based research. Students are identified through universal screening assessments and selected for instruction based on the FWCS Student Selection Protocol. Interventionists work collaboratively with regular classroom teachers to provide Tier 1 academic interventions and behavioral interventions to support core instruction in ELA and Mathematics. In addition, they would provide Tier 2 and 3 targeted supports for identified students needing additional supports to be successful academically and behaviorally. Course curriculum is supported with scientifically based research with strong-moderate positive effects.
- **K-12 Tier 3 Personalized Instruction Teachers** – All elementary teachers have general licensure or Special Education licensure. All secondary teachers have

ELA, Math or Special Education licensure. All K-12 students receive personalized instruction based on diagnostic assessments and research-based instructional strategies.

- **Highly-qualified Paraprofessionals** – Highly-qualified Paraprofessionals provide additional small group and individual instruction to students in Reading and Math who are under the direct supervision of appropriate, state-licensed classroom teachers.
- **Study Connection** – An after-school tutoring program that utilizes community and business volunteers as tutors to provide support for elementary students who are in need academically.
- **Extended Learning/After-school Tutoring** – An after-school tutoring program may be offered to students to reinforce grade-level standards and to prepare students for success on ISTEP+ and ILEARN
- **Classroom Teachers** – Based on data analysis in both Language Arts and Mathematics, classroom teachers with the assistance of various support staff, provide additional instruction to individual students based on identified needs. Standard indicators are retaught until students reach proficient levels of performance. Extra instructional support and time during small group or one-on-one instruction is given to students who are still performing below expected proficiency levels until students become proficient.
- **RtI Process** – The FWCS Pyramid for Success™ (See Appendix)

Technology as a Learning Tool

We are committed to using current technologies to support the Fort Wayne Community School Corporation's district-wide goal to educate all students to high standards. The goals of our Technology Plan (2015-2018) are:

1. All students will have ubiquitous access to technology for anytime, anywhere learning.
2. Technology in the classroom will be standards-based.
3. Technology will provide personalized instruction that is intuitively responsive, gives immediate feedback, and is engaging.
4. Communication will be timely, pertinent, and personalized.
5. Establish and maintain effective and efficient operations.

To accomplish these goals, FWCS has a 5-year technology plan that results with each student having a device. Lenovo Yoga laptops will be purchased for grades 3-12 students and iPads will be purchased for grades K-2 students.

There are three areas of software we will be concentrating on:

1. Organizational
2. Instructional
3. Computational

Organizational software includes software that teachers will use for classroom management and curriculum delivery. This includes PowerSchool Learning (LMS), Pinnacle Gradebook, MS 365, and MS Office. An assessment system that provides immediate feedback will be selected for the 2018-19 school year.

Instructional software includes various curriculum adoption software (e.g., Big Ideas, GoMath!). Agile Mind and Dreambox have also been selected for mathematics support.

Computational initiatives include the introduction of computer science based on Code.org in grades 3-6 as a part of the Science curriculum.

Safe and Disciplined Learning Environment

Fort Wayne Community Schools is committed to providing a safe and secure learning environment for all students and staff. FWCS issues a *Student and Family Support Guide* that includes student, parent and staff rights and responsibilities to all families before the start of each school year. This document outlines guidelines and procedures to help ensure an appropriate environment for students to have the opportunity to reach their potential. Specific discipline violations, examples of desired behavior and corrective responses are outlined in order to inform parents and students of expectations. In addition, transportation guidelines, extracurricular codes, expulsion procedures and legal violations regarding police assistance are outlined and included. Our safety committee is in place and meets regularly to review and adjust our plan as needed.

In addition to following specific disciplinary guidelines, FWCS also offers a variety of services such as student assistance programs and conflict mediation programs designed to help students be successful. The support and assistance of parents are essential in helping students understand and follow appropriate behavior. FWCS staff members are committed to working cooperatively with parents in a courteous and prompt manner to resolve concerns.

Bullying
Fort Wayne Community Schools defines bullying as overt, repeated acts or gestures, including verbal or written communications transmitted; physical acts committed; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. The case manager or guidance counselor at Lincoln provides character education to all students as a deterrent to bullying and other inappropriate behavior. The character education classes also seek to build internal motivation for good citizenship. Students who break rules are subject to disciplinary consequences by teachers, administrators or other school personnel. There are six levels of consequences for offences. Minimum and maximum levels of disciplinary consequences are progressive in nature and move to a more serious consequence with each violation. In the case of more serious offenses, the consequences may not be progressive in nature but reflect the seriousness of the situation.

Attendance Rate

There is a strong relationship between student attendance and student academic achievement. Consequently, it is critical that student attendance rate is high. A primary goal regarding attendance is to ensure the reduction of chronic absenteeism. Currently, Lincoln has a model attendance rate of 68.7%. The school will closely monitor both individual and aggregate attendance. Collection of student attendance rates, analysis of that data, and adjustments to the school improvement plan to address that data is an integral part of the school's school improvement process. Additionally, the school will report attendance rate improvement progress on a quarterly basis to the superintendent via the school's Balanced Scorecard.

Core 40 and Honors Diplomas

All middle and high school students are encouraged to take courses leading to an Academic Honors, Technical Honors, or Core 40 Diploma. Counselors, teachers, and administrators provide course planning information during middle school and early high school years, and then monitor student completion of a designated course of study to encourage the more challenging diploma options. High School Courses offered at the middle school level allow students to earn high school credit toward earning their diploma of choice.

Graduation

Course and learning progressions in PreK-12, provide diverse academic expectations/requirements that lead to graduation and allow for all students to graduate from FWCS ready for college and careers. To that end, all courses that do not lead to additional study or direct use in the workplace have been eliminated. The district has a District Master Course file of secondary courses in which most courses listed qualify as Academic Honors and Core 40 Diploma courses.

Cultural Competency

Fort Wayne Community Schools supports high achievement for all students through culturally responsive processes and cross-cultural practices. All stakeholders receive equitable services that meet individual and group needs, in school and classroom environments that recognize the uniqueness of each culture. Data is disaggregated in order to plan, adjust, and monitor instruction for each unique population. Professional learning is embedded within the learning community to equip FWCS staff with the resources necessary to be able to implement best practices with precision. Lincoln seeks to broaden the staff's cultural responsiveness through purposeful job embedded professional learning opportunities.

In addition, Lincoln provides interpreters of several languages to parents and other stakeholders who are non-English speaking. Documents published by the school and district are translated in languages specific to the needs of the audience. FWCS offers a strong home-based and school-based support system for all ELL families.

Additions to School Improvement Plans Demonstrating College and Career Preparation

- **Grades 1-5 (Junior Achievement) ("Career awareness models to introduce students to work values and basic employment concepts.")**
    - In order to prepare students for future career choices, FWCS partners with Junior Achievement to provide career-focused curriculum, basic employment concepts, and awareness of how careers help our families, community, and national economy.
- **Grades 6-8 (PCC/ICE) ("Initial career information models that focus on career choices as they relate to student interest and skills.")**
    - 6th grade students will identify their career interest and set graduation plan goals through Indiana Career Explorer. 7th grade students will identify their personal strengths and skills as they relate to their career interests through identification of their Holland Code and other methods. 8th grade students will continue to develop their understanding of their own strengths while relating them to educational requirements for their chosen career. In addition, middle school students have exposure to an online career navigation program, career-related courses, career-focused classroom lessons, job-site tours, guest speakers, and career days/week.
    - In addition, middle school students will take part in Junior Achievement curriculum centered around economics, career choices, and soft skills.
- **Grades 9-10 (ELA) ("career exploration models that offer students insight into future employment options.")**
    - 9th grade students are required to take the "Preparing for College and Careers" course which will continue to explore future employment options, personal interests, college and other postsecondary options, and employability skills. In addition, students will receive instruction from Junior Achievement in skills that are in demand by employers and analyzing factors in which to consider when choosing future careers.
- **Grades 11-12 (Economics) (Career preparation models that provide job or further education counseling, including the following: Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees, workplace orientation visits, and on-the-job experience exercises.)**
    - 12th grade students will take part in a Junior Achievement unit which incorporates career skills. In addition, FWCS students throughout their educational career will be exposed to guest speakers, opportunities for job shadowing and job-site tours, post-secondary education and training tours, internships/apprenticeships, capstone courses, career and technical education courses through the Career Academy at Anthis, career-specific advanced coursework, and career-specific counseling.

Benchmarks for Improvement

Lincoln Elementary School and the FWCS district support staff have established clear goals and targets for the coming year. The plan is based on a comprehensive needs assessment that includes data analysis and identifying areas of concern based on that analysis. The evidence of this can be seen in the action plan. A quarterly review of the action plan based on the data analysis will occur four times during the school year. Benchmarks/targets have been established for each school goal. The Balanced Scorecard clearly defines trend data and targets for future improvement.

Measure	Baseline	Benchmarks
ISTEP+/ILEARN	___ (grades 3-5) ___	NWEA, common assessments
IREAD-3	___ (grade 3) ___	NWEA, common assessments, progress monitoring tools
Attendance	___(19-20 EOY)___	Great 8 Report

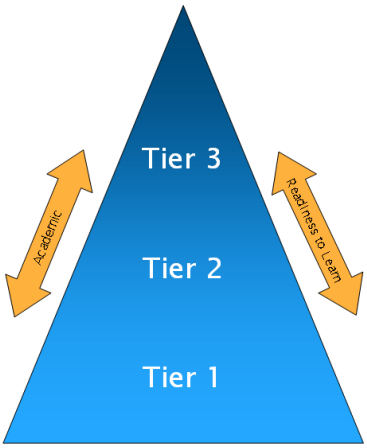
Statutes and Rules to be Waived

Lincoln Elementary School is not seeking any waivers for the 2020-21 school year.

Pyramid for Success™ Three Tier Model

Introduction

The FWCS Pyramid for Success™ model details a systematic way of organizing and delivering appropriate responses to all students for their Academic and Readiness to Learn social, emotional, and behavioral needs. The Pyramid for Success™ encompasses the FWCS version of the RtI process. RtI reflects both Response to Intervention and Response to Instruction. Together they address a variety of needs from pre-referral for special education evaluation activities to personalized plans that stretch high ability students to achieve above grade level.



The Pyramid for Success™ is a district-wide system of progressive responses that provides value added support for all students for their Academic and Readiness to Learn needs. The Pyramid provides a framework for delivery of services that ensures all students can achieve at high levels and maximize their potential. Services include evidence based core practices, targeted instruction and targeted interventions, and intensive personalized plans for students with the greatest needs. Movement through the Pyramid is fluid, flexible, and data driven.

Tier I: Foundation for All Students

Tier I is the foundation for addressing the Academic and Readiness to Learn needs of all students. This foundation includes core academic standards, and grade level appropriate social, emotional, and behavioral expectations for all. Scientifically based practices support students' successes. Screening, progress monitoring, and pre-post assessments guide data-based decision making. Differentiated challenges and supports allow at least 80-90% of all students to be successful and to maximize their potential.

Tier 2: Targeted Responses

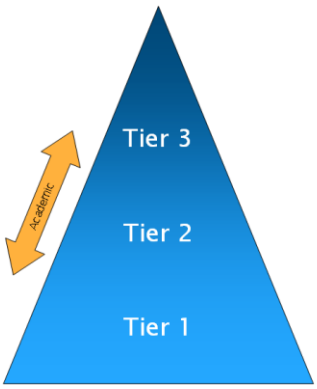
Tier 2 provides targeted, data-based responses in addition to the Tier I foundation for all students. Five to ten percent of students may need focused supports in order to be successful and maximize their potential. Progress monitoring assessments and processes document student progress and guide decision-making.

Tier 3: Intensive Personalized Responses

Tier 3 is designed to address specific individual needs. For students who struggle the most, this requires precise, intensive and personalized plans. For students with high abilities, this might include individualized challenges. About 1-5% of students will require Tier 3 responses that go beyond the differentiated practices and targeted responses of Tiers 1 and 2 in order to be successful. Tier 3 may include an alternative to the Tier 1 foundation for parts or all of the school day.

High Ability Academic Emphasis

The High Ability pathway through the Pyramid includes scientifically based instruction with differentiated enhancements. Students who have the ability to perform above grade level are given opportunities to maximize growth. Students' responses to instruction are monitored and a problem solving process is used when students need more challenge. Screening assessments are used at grades K, 2, 5, and 8 to identify students who have the potential ability to perform above grade level; however, students may be identified as high ability at any grade. Instructional decisions are data driven and movement through the Pyramid is designed to be fluid and flexible.



	Tier 1	Tier 2	Tier 3
Population Served	All students 80-90% should be successful in Tier 1 with differentiation	5-10% of students who need more challenge along with Tier 1	1-5% of students who need more than Tier 1 & Tier 2 Instruction
Content	Research based core instruction differentiated with enhancements	Targeted instructional opportunities occur along with the core to support student growth above grade level	Intensive, personalized instruction that may include an alternate replacement core for parts or all of the school day
Assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments
Group Size	Per general education class size or small group or individual	Group size varies according to the targeted instructional opportunity	Small group or individual services
Time Parameters	Daily per general education schedule	Daily per general education schedule per the opportunity	Per personalized plan

FWCS High Ability Service Model

Fort Wayne Community Schools is committed to meeting the need for a comprehensive and continuous Levels of Service (LoS) program for High Ability students. The program is included within the FWCS Pyramid for Success three tier model. High ability students are served in all three tiers. Students identified as high ability must receive services through one of the following: differentiated instruction, honors classes, Advanced Placement classes, dual credit classes, or International Baccalaureate classes.

LEVEL I Services for ALL STUDENTS occurring in Tier 1 (80-90%)

Differentiated Core Instruction with Enhancements

- The classroom teacher has primary responsibility for providing differentiated instruction.
- All students are provided with appropriate and challenging content and processes both in the classroom and/or through learning opportunities outside the classroom.
- Content is delivered to more than one student at a time in small group or whole group settings.
- Instructional enhancements or activities are offered by invitation or on a voluntary basis, are of short-term duration, and may vary over time based on changing content and student needs.
- Content or activities are designed to deepen understanding and emphasize discovery and capacity building.
- Differentiated classroom instruction may include: an emphasis on creative and critical thinking skills and tools, adjustments for individual learning styles, extended group projects, flexible grouping, small groups for reading, or mini-courses.
- Services provided outside the core school schedule may include: creative programs or contests, science/interest fairs, special interest or hobby groups/clubs, field trips, guest speakers, or specialty related arts classes.

LEVEL II Services for SOME STUDENTS occurring in Tier 2 (10-15%)

Differentiated Targeted Instruction

- Services are based on supports and strategies developed by the Student Support Team.
- Targeted Instruction is based on data and is offered in addition to Core Instruction.
- Targeted Instruction is based on student strengths and interests, formative, interim, and/or summative assessments.
- Content may be delivered to more than one student at a time.
- In addition to Level I services, students may participate in curriculum compacting, advanced school or community programs, or competition groups.

LEVEL III Services for a FEW STUDENTS occurring in Tier 3 (less than 5%)
Intensive Personalized Instruction

- Services are based on plan developed by the Student Support Team.
- The plan details responses to the student's need for personalized instruction.
- In-depth studies may be used to provide high levels of challenge.
- Acceleration may include early admission to kindergarten, movement to higher grade levels for specific instruction, grade advancement, or early graduation.

Multifaceted Student Assessment Plan (Identification Process)
K, 2, 5, 8 grades (8th grade is for students who are new to FWCS since their 6th grade year);
High School (referred on a case by case basis).

English/Language Arts

Pathway 1: CogAT Standard Age Score Verbal Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Verbal Percentile of 80th-88th **and** score on the SIGS (Scales for Identifying Gifted Students) Teacher Form on ELA scale of 96th percentile or higher (general norms).
Pathway 3: All information from Pathway 2 and a norm-referenced achievement test score of 92nd percentile or higher.

Math

Pathway 1: CogAT Standard Age Score Quantitative Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Quantitative/Nonverbal partial composite Percentile of 89th or higher.

- Pathway 3: CogAT Standard Age Score Quantitative or Quantitative/Nonverbal Percentile of 80th-88th **and** score on the SIGS Teacher Form on Math scale of 96th percentile or higher (general norms).

Pathway 4: All information from Pathway 3 and a norm-referenced achievement test score of 92nd percentile or higher.

Special Populations:
Students with IEPs:
Accommodations will be made for students in accordance with the language written in their IEPs. Please note that accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Repeated directions
- Separate location
- Large-print edition
- Assistance with the answer document

Students with ILPs:
Accommodations will be made for students in accordance with the language written in their ILPs. Please note that accommodations noted in a student's ILP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Small group/Individual administration

- Repeated directions
- Test administered by ELL Teacher or individual providing language services
- Directions administered in a language other than English

Resources for Instruction for High Ability Students

Available on the FWCS Intranet are documents that can be used to support teacher instructional decision-making when working with students who are identified as high ability and/or who are achieving above grade level. The information in these documents can be used in both Tier 1 and Tier 2 instruction, depending on student need. Options provided on the documents may require more intensity or focus at different times and in different content areas. The use of the options should be deliberate and precise based on student's data and will, most often, need to be differentiated based on the student's readiness level or processing strategies. Responses to student need should meet a "could/would/should test." Teachers should ask: Could all students do this? Would all students do this? Should all students do this? If the response to any of those questions is "yes," then the option is not differentiated for high ability students.

- *Tier 1 Core Instruction: Differentiated* contains general information about differentiation strategies and will support the establishment of classroom practices that will lead to ease with differentiation.
- *Tier 1 High Ability Support Options* contains a chart that teachers can use for planning purposes and to document what is working or needs to be changed.

The documents are found on the FWCS Intranet page – Departments → (Under Curriculum) Advanced Courses/High Ability:
https://home.fwcs.k12.in.us/academic_services/high_ability.php

Comprehensive Needs Assessment

The Comprehensive Needs Analysis a yearlong process. Principals and QIT members are regularly looking at timely data and having dialogue to better align strategies with the FWCS SIP template that now reflects our efforts to improve literacy and disproportionality. The data being collected will focus on strategies to support specific subgroups that are measurable. Along with looking at student data, all schools will have a professional learning plan that joins the needs of the improvement on student data as well as the needs of individual teachers. Schools will also evaluate the adult learning and work to support teachers in professional growth. As schools work through the 8 Turnaround principles, they will concentrate on parent engagement, data analysis, instruction, and school climate as areas of improvement.

Key Areas of Focus for Improvement (Narrative)

A rigorous school improvement plan includes information surrounding improvement that is needed immediately.

Leadership: How will the leadership be cultivated in order to achieve the goals in the school improvement plan?	The Lincoln administrative team will play an active role in collaboration/common planning PLCs. We will also meet each week to review the work each team is doing and to discuss our plans to support each team.
Effective Instruction: How will instruction be fostered in order to achieve the goals in the school improvement plan?	The Lincoln administrative team will meet with each grade-level PLC twice a week to ensure effective whole-group instruction that utilizes best-practice instructional strategies and leverages digital.
Student Supports: How is the whole student supported in order to achieve the goals in the school improvement plan?	The Lincoln staff will support students by providing the rigorous district curriculum for math and ELA. We will analyze data to provide precise whole and small-group, targeted instruction. We will also provide the district well-being lessons, community circles, and other various activities to support the whole child.

Part IV

Appendices

- Beliefs, Assumptions, Systems
- District Resources

Appendices

FWCS Beliefs, Assumptions, Systems

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

1. Mission, Vision, Core Values

Mission

Fort Wayne Community Schools ***educates all students to high standards*** enabling them to become productive, responsible citizens.

Vision

Fort Wayne Community Schools will be the ***school system of choice*** and a source of community pride.

Core Values

We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

FWCS
WE ARE YOUR SCHOOLS

District Goals

- **Achieve and Maintain Academic Excellence**

  Eliminate the achievement gap among all groups of students by maximizing the achievement of all.

- **Engage Parents and the Community**

  Engage all segments of the community to support the education of young people.

- **Operate Effectively with Integrity and Fiscal Responsibility**

  Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.

FWCS
WE ARE YOUR SCHOOLS

3. FWCS Systems for Action

SYSTEMS FOR ACTION

BOARD

GUIDING PRINCIPLES

Mission - Fort Wayne Community Schools *educates all students to high standards* enabling them to become productive, responsible citizens.

Vision – Fort Wayne Community Schools will be the *school system of choice* and a source of community pride.

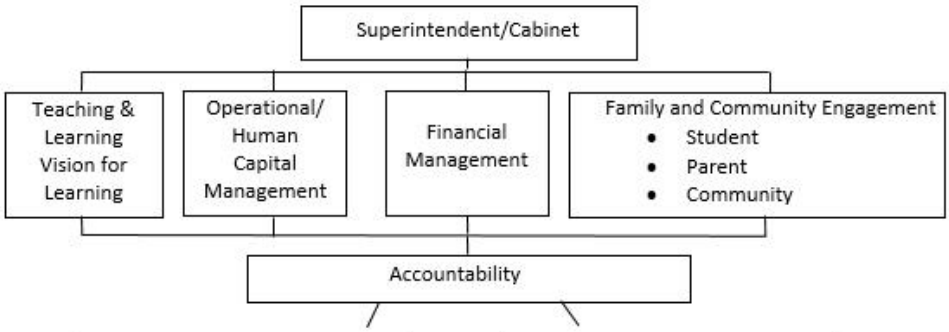
Core Values – We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

Approved by Board 2007-2008	**Goal I** **Achieve and Maintain Academic Excellence**	**Goal II** **Engage Parents and the Community**	**Goal III** **Operate Effectively with Integrity and Fiscal Responsibility**
Definition of Goal	*Eliminate the achievement gap among all groups of students by maximizing the achievement of all.*	*Engage all segments of the community to support the education of young people.*	*Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.*
Key Strategic Components	**A.** Rigorous and Relevant Educational Program **B.** Measurable and Continuous Improvement **C.** Effective Instruction **D.** Equity of Access and Opportunity	**A.** Parent and Community Engagement **B.** Public Confidence **C.** Effective Communication **D.** Safe and Supportive Schools	**A.** Financial **B.** Management and Administrative Systems **C.** Facilities
Strategic Focus	**Teaching / Learning**	**Engagement, Involvement and Support**	**Human Capital and Financial Management**
Board Policies	**Board Policies**		

DISTRICT

Support Systems



Schools and Departments

School Improvement Plan / Department Strategic Plan

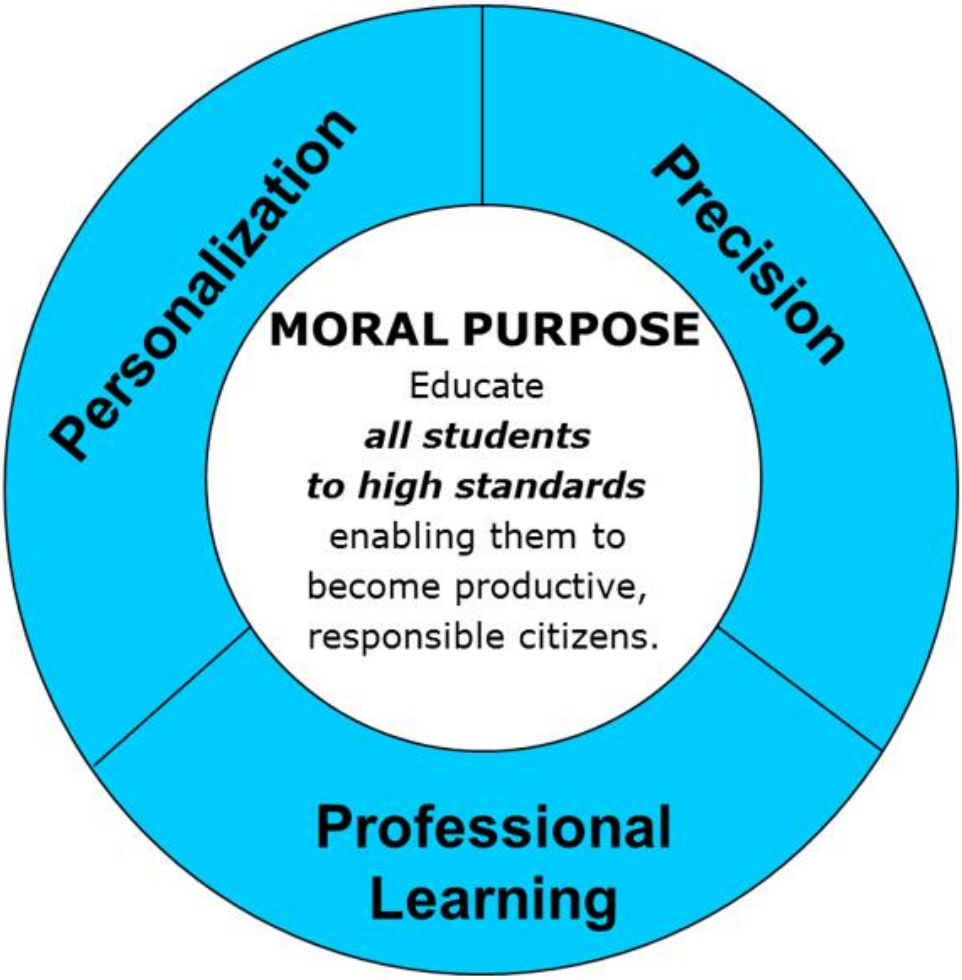
Balanced Scorecard / Dashboard

District Professional Learning Plan

FWCS Professional Learning System

4. Moral Purpose / Triple P

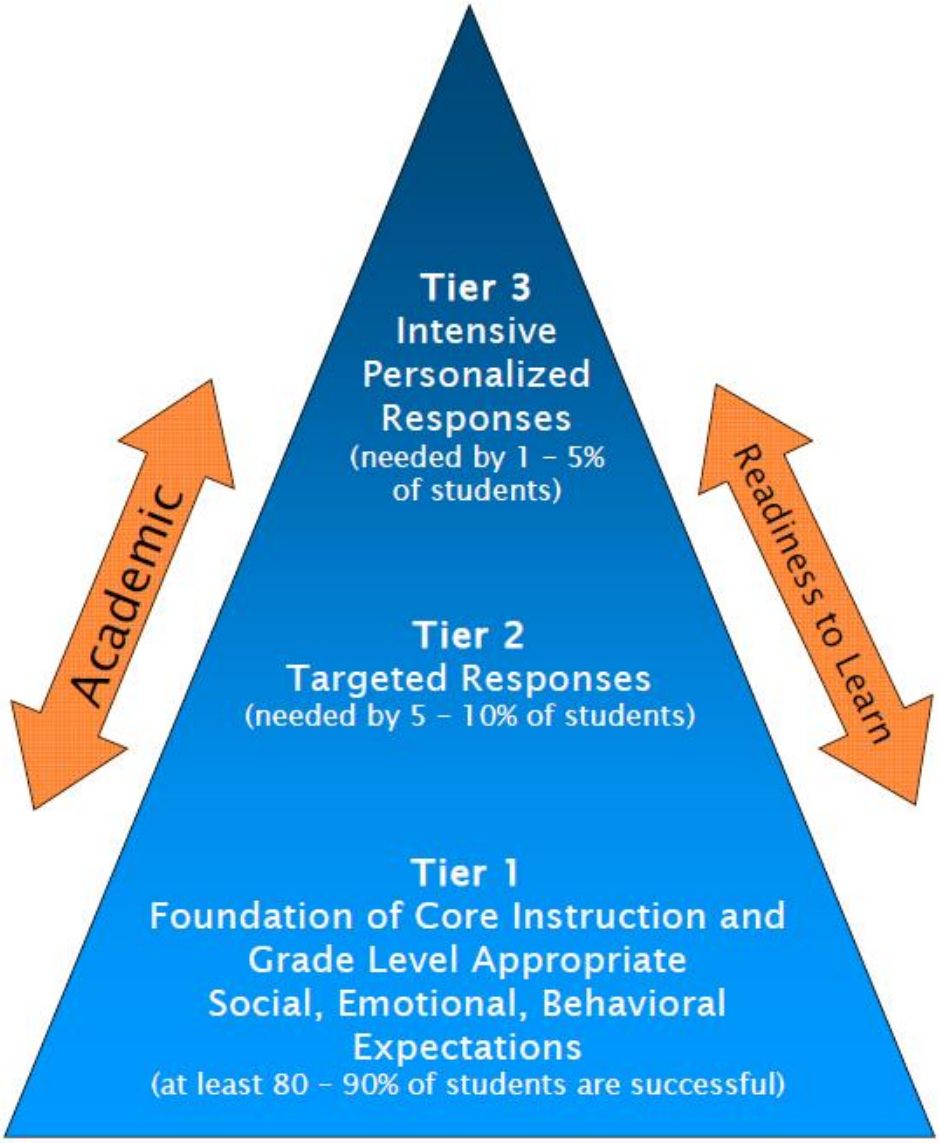
Triple P
Core Components



WE ARE YOUR SCHOOLS

5. Pyramid for Success

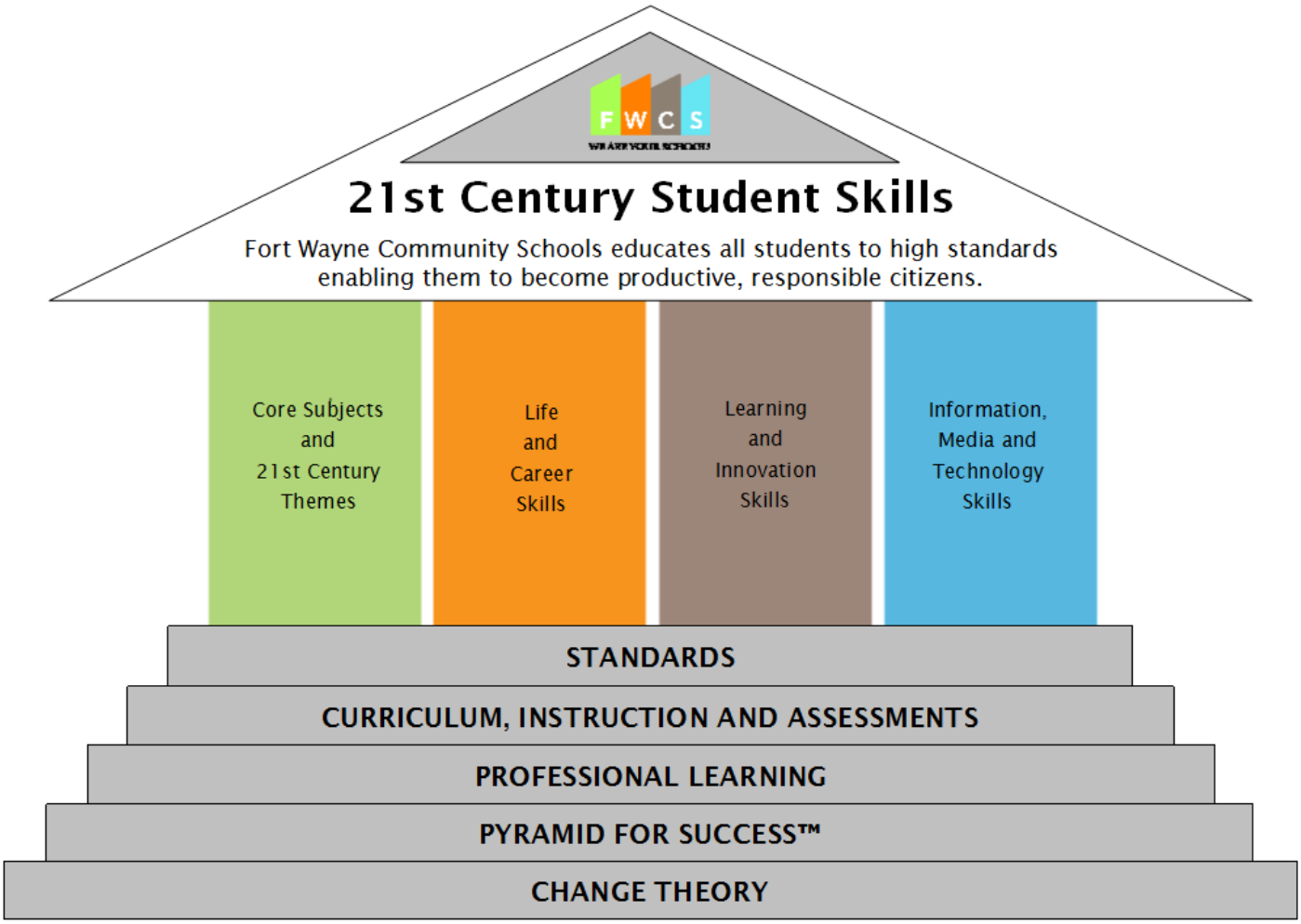
FWCS Pyramid for Success™



The FWCS Pyramid for Success™ is a district-wide system of proactive actions and progressive responses that provide value added support and challenge for all students for their Academic and Readiness to Learn needs.

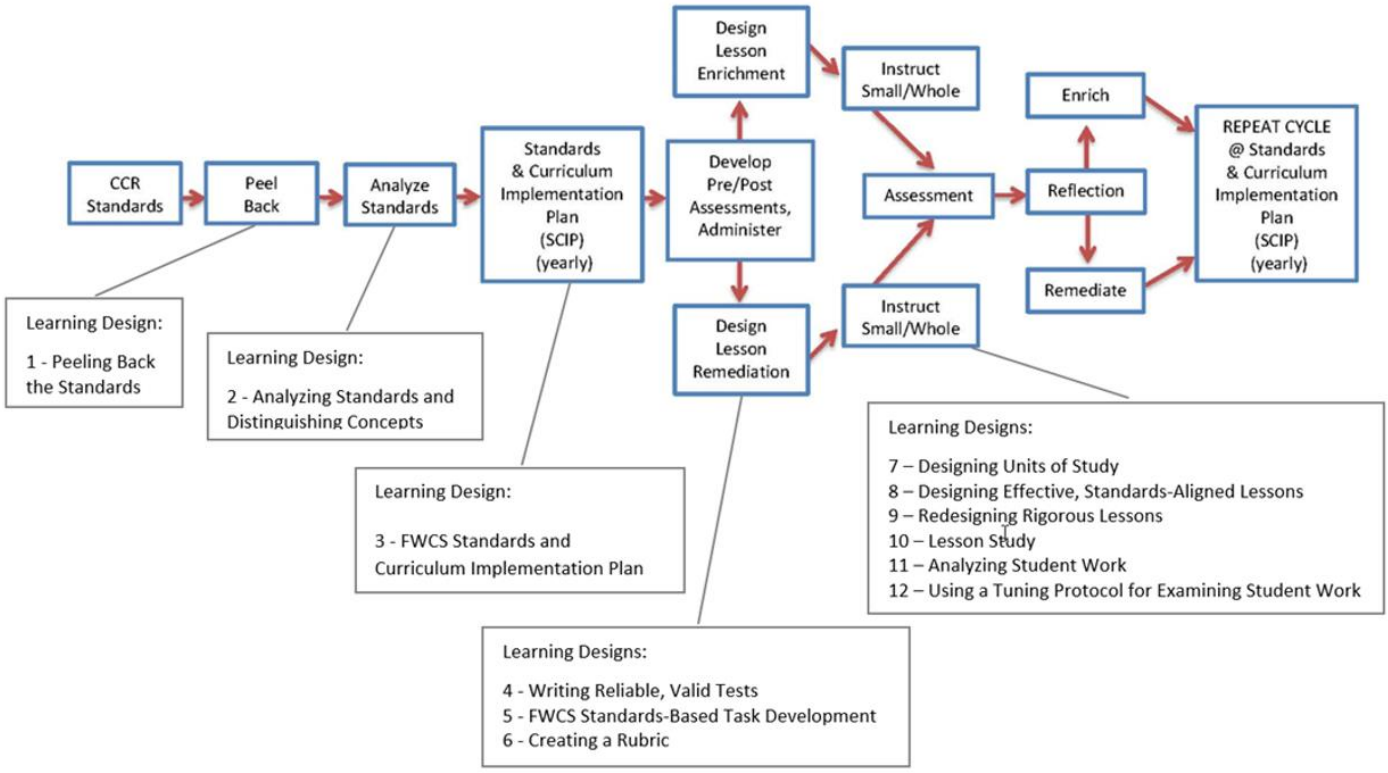
FWCS
WE ARE YOUR SCHOOLS

6. Vision for Learning / 21st Century Student Skills



7. Curriculum, Instruction, Assessment Matrix

Curriculum, Instruction and Assessment Matrix



8. FWCS Leadership Framework

FWCS Leadership Framework

Leaders through disciplined thoughts and actions create and sustain the conditions that ensure achievement of our moral purpose by:

- Shaping a shared vision and commitment to action for academic and social success for all students;
- Developing systems that support students and adults;
- Modeling and cultivating courageous leadership;
- Distributing responsibility for people, data and processes that nurtures a culture of continuous improvement and empowerment.

FWCS
WE ARE YOUR SCHOOLS

9. Professional Learning Framework

FWCS Professional Learning Framework

A comprehensive, sustained and strategic approach to increase educator effectiveness and results for all students.

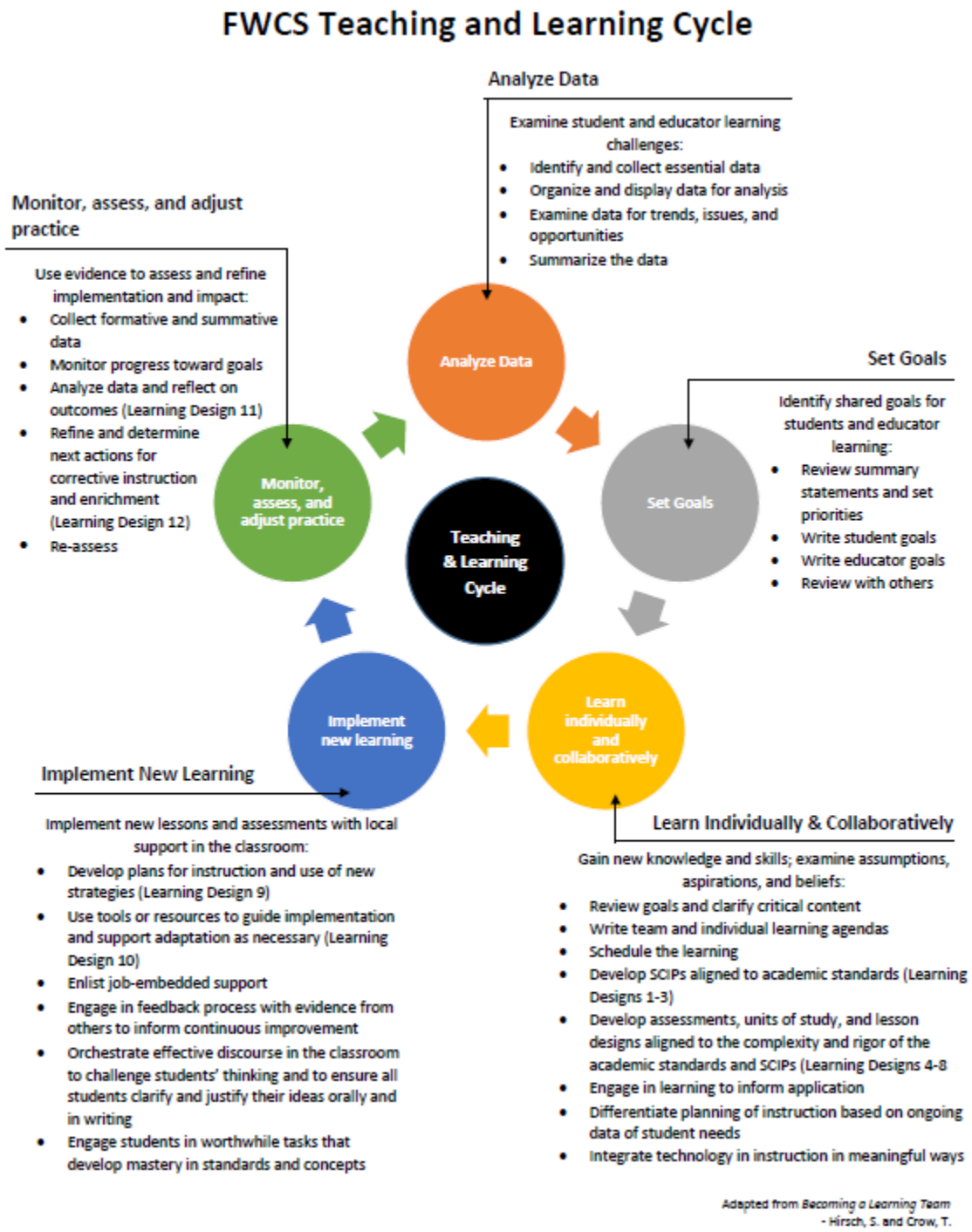
Professional Learning fosters collective responsibility for improved student performance and:

- is aligned with rigorous academic standards and district improvement goals;
- is conducted among professional learning communities at all levels throughout the district;
- is ongoing and facilitated by skilled staff utilizing a variety of researched-based learning designs;
- engages established learning communities in a cycle of continuous improvement;
- is monitored and evaluated as to its effectiveness to inform ongoing improvement and results.

FWCS
WE ARE YOUR SCHOOLS

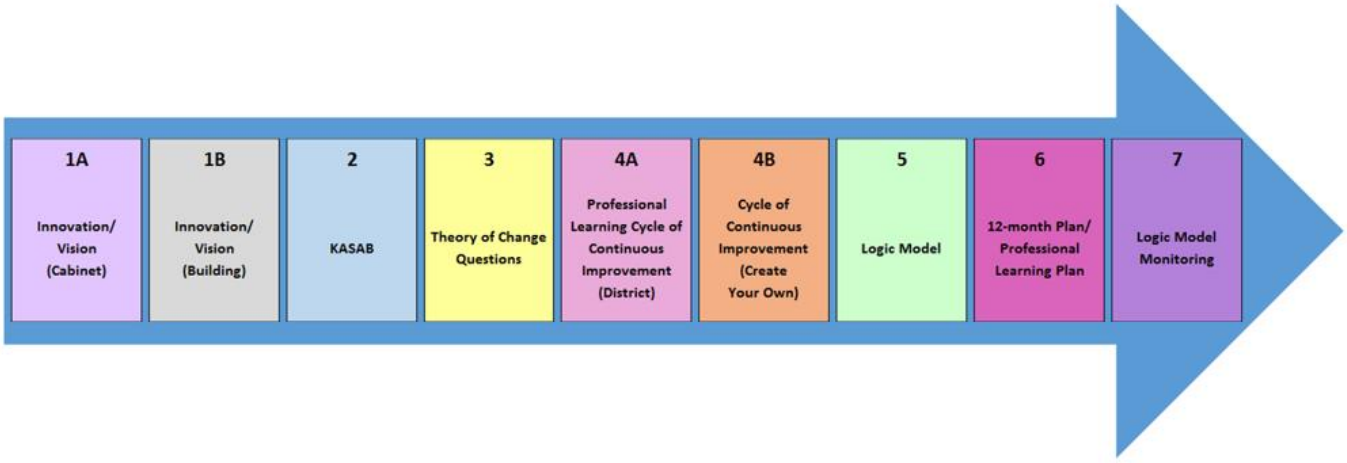
10. Standards for Professional Learning

11. Cycle of Continuous Improvement for Educator Practices



12. Change Theory Arrow

Change Theory Arrow



WE ARE YOUR SCHOOLS

13. Ron Edmonds Quote

"We can, wherever and
whenever we choose,
successfully teach all children
whose schooling
is of interest to us.

We already know more
than we need to do that.

Whether or not we do it
must finally depend on
how we feel about the fact
that we haven't so far."

-Ron Edmonds (1969)

FWCS
WE ARE YOUR SCHOOLS

District Resources

Standards for Professional Learning, Theory of Change Questions, Turnaround Principles

FWCS Learning Designs 4-5-6

All FWCS Learning Designs – Curriculum Department page on FWCS Intranet

Attendance data can be found in Hyperion Workspace under Online Reporting:

-
-

- Click Begin
- Select the appropriate school year and School
- Click Process

SIP dashboard data is available under Power BI Reporting:

- SIP Data folder
  - Discipline Disproportionality
  - Literacy Rate
  - ISTEP
  - etc.

K-Geometry Math Scope and Sequences

K-12 ELA Scope & Sequence

K-12 Social Studies Scope & Sequence

Vision for Learning – add Link??

Guidelines for Presenting Climate Survey Results with Staff

FWCS Code of Conduct

Focus and Priority Requirements

ELA High Priority Standards for Grades 3-8

District Resources, continued

Books:

Hirsh, S., Psencik, K., Brown, F. (2014). ***Becoming a Learning System***.

Fullan, M., Hill, P., Crevola, C. (2006). ***Breakthrough***.

Fullan, M., Quinn, J., McEachen, J. (2018). ***Deep Learning: Engage the World Change the World.***

Fullan, M., Quinn, J., McEachen, J., Gardner, M., Drummy, M. (2019). ***Dive into Deep Learning: Tools for Engagement.***

Hirsh, S., Crow, T. (2017). ***Becoming a Learning Team***.

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2011). ***Crucial Conversations: Tools for Talking When Stakes are High***.

Psencik, K. (2011). ***The Coach's Craft: Powerful Practices to Support School Leaders***.

Psencik, K. (2009). ***Accelerating Student and Staff Learning: Purposeful Curriculum Collaboration.***

Sporleder, J., Forbes, H. (2016). The ***Trauma-Informed School: A Step-by-Step Implementation Guide for Administrators and School Personnel***