

2008-2010

Lincoln Elementary

**School Improvement
& Schoolwide Plan**



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

The Aberdeen School District creates a safe and positive educational environment that is achievement oriented by promoting high expectations through academic excellence, high quality teaching, rich co-curricular activities, and parental and community involvement.

Beliefs

- All students can and want to learn, given appropriate instruction and sufficient time.
- All District employees and their roles are important in educating children.
- The District should promote all staff, parents, and students to be positive role models.
- Students' success is enhanced by school, parental, and community partnerships.
- All students are provided continuous opportunities to learn and succeed.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from participation in a wide variety of academic experiences and involvement in activities.

Goals

Safety

- Reduce bullying by 10%
- Create H1N1 awareness
- Research policies on incivility

Achievement

- Reduce drop-out rate to 31 or fewer students
- Promote connectivity at Middle Schools to 100%
- Increase pct. of advanced/proficient students to 82% (math), 84% (rdg.)
- Increase general ed. teachers' involvement in sp. ed. to 64% LRE
- Increase HS students' ACT math and reading scores to 22.4 and 23
- Expect K-12 daily attendance to be 95+%
- Expect 100% of students to have a Future Story

Finance

- Finish fiscal year "in the black"
- Maintain reserve between 18-20%

School Communications and Community Involvement

- Increase grades 4-12 Parent Portal registrations to 80% district-wide
- Increase parental input at all schools
- Maintain turnover rate of <10% in each department
- Provide communication opportunities
- Maintain and expand external relationships

Superintendent/Board Partnership

- Ensure 100% of all Policies 5+ years or older have been reviewed
- Meet with each Board member one-on-one at least one time

Negotiations

- Negotiate five groups' contracts favorable to employees and taxpayers

Lincoln Elementary School

414 10th Street South, Aberdeen, SD 57401
605.725.7200 (phone) 605.725.7299 (fax)

Robbie Gellhaus, Principal

Robbie.Gellhaus@k12.sd.us

Lincoln School Philosophy

“Where Everybody is Somebody”

In an effort to facilitate and enhance student achievement at Lincoln Elementary School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee’s findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at Lincoln Elementary. This document is known herein as the Lincoln Improvement Plan (LIP) and the primary goal pages are located on pages 20 and 21. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that no child will be left behind.

Lincoln Elementary School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 25,000. Its main employers are the schools, the hospital, Wells Fargo Auto Finance, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

Aberdeen has two post-secondary institutions, Northern State University and Presentation College. There is also a K-12 Catholic School system and a non-denominational Christian School system for K-12.

The Aberdeen Public School District is comprised of eight attendance centers: one 9-12 high school, two 6-8 middle schools, and five K-5 elementary buildings. Unique characteristics of the staffing patterns and student population of Lincoln Elementary School are listed on the following pages.

2008-09 School Profile

2008-09 Staff FTE		School Improvement Committee	
General Education Teachers	15.00	Dr. Becky Guffin	Assistant Superintendent
Special Education Teachers	5.50	Robbie Gellhaus	Principal
Preschool	4.64	Demarie James	Title I Teacher
Title I	1.00	Stacie Wasem	Title I EA
Physical Education	0.85	Leanne Bad Moccasin	Parent
Music	0.75	Chris Beusch	Parent
Orchestra	0.17	Rhonda Sommers	Parent
Art	0.70	Kathy Kulm	Special Education
Speech	4.00	Brenda White	Kindergarten Teacher
OT	1.00	Shannon Scheel	Grade 1 Teacher
Counselor	1.00	Brenda Risager	Grade 2 Teacher
Gifted Education	0.15	Shirley Ochsner	Grade 3 Teacher
Deaf Education	0.25	Jennifer Phillips	Grade 4 Teacher
Gr. K-5 Student Demographics		Dianna White	Grade 5 Teacher
White	83.5%	Maureen Niewenhuis	Library EA
Native American	10.2%	Susan Appl	Music Teacher
Black	3.1%	Connie Smith	Social Worker
Asian	0%	Jenny Hawk-Heirigs	Counselor
Hispanic	3.1%	Jim Hauck	State Support Team Member

2009-10 School Profile

2009-10 Staff FTE		School Improvement Committee	
General Education Teachers	16.00	Dr. Becky Guffin	Assistant Superintendent
Special Education Teachers	5.50	Robbie Gellhaus	Principal
Preschool	4.64	Demarie James	Title I Teacher
Title I	1.00	Stacie Wasem	Title I EA
Physical Education	0.85	Leanne Bad Moccasin	Parent
Music	0.75	Rhonda Sommers	Parent
Orchestra	0.17	Kathy Kulm	Special Education
Art	0.70	Brenda White	Kindergarten Teacher
Speech	4.00	Shannon Scheel	Grade 1 Teacher
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Gifted Education	0.15	Jennifer Phillips	Grade 4 Teacher
Deaf Education	0.25	Dianna White	Grade 5 Teacher
Gr. K-5 Student Demographics		Maureen Niewenhuis	Library EA
White	85.0%	Susan Appl	Music Teacher
Native American	10.0%	Connie Smith	Social Worker
Black	3.0%	Jenny Hawk-Heirigs	Counselor
Asian	0%		State Support Team Member
Hispanic	1.0%		

School Improvement Timeline

	Reading	Math	Notes
2002-03	Met AYP	Met AYP	Transitioned to a Schoolwide Title Program; an improvement plan was developed
2003-04	Alert SPED	Met AYP	
2004-05	Met AYP	Met AYP	
2005-06	Met AYP	Met AYP	Grades 5, 8, and 11 science assessment added to DakotaSTEP Assessed on new South Dakota math content standards
2006-07	Met AYP	Met AYP	Implementation of new grades K-5 district math curriculum
2007-08	Met AYP	Met AYP	Lincoln School implementation of Math Expressions grades K-5
2008-09	Met AYP	Met AYP	Implementation of new grades K-5 district science curriculum Assessed on new South Dakota reading content standards Distinguished School Status

Comprehensive Needs Assessment

On October 12, 2009, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included DakotaSTEP, SAT 9 writing, DRA2, demographics, attendance, and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Goal statements were reviewed and possible strategies were then brainstormed.

Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the DakotaSTEP test. After examining this data, teams identified strengths and areas of improvement for each class period and individual students. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs.

The school improvement committee subsequently met on October 14, 2009 to review the goal statements and to refine the strategies for implementation. After selecting a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. The plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary.

At Lincoln Elementary, the two goals which the team decided upon were in Math and Reading. Grade K-5 teachers have been given and will be using state content standards and individual student data to drive instruction and to focus upon areas of weakness and individual student needs.

DakotaSTEP Results

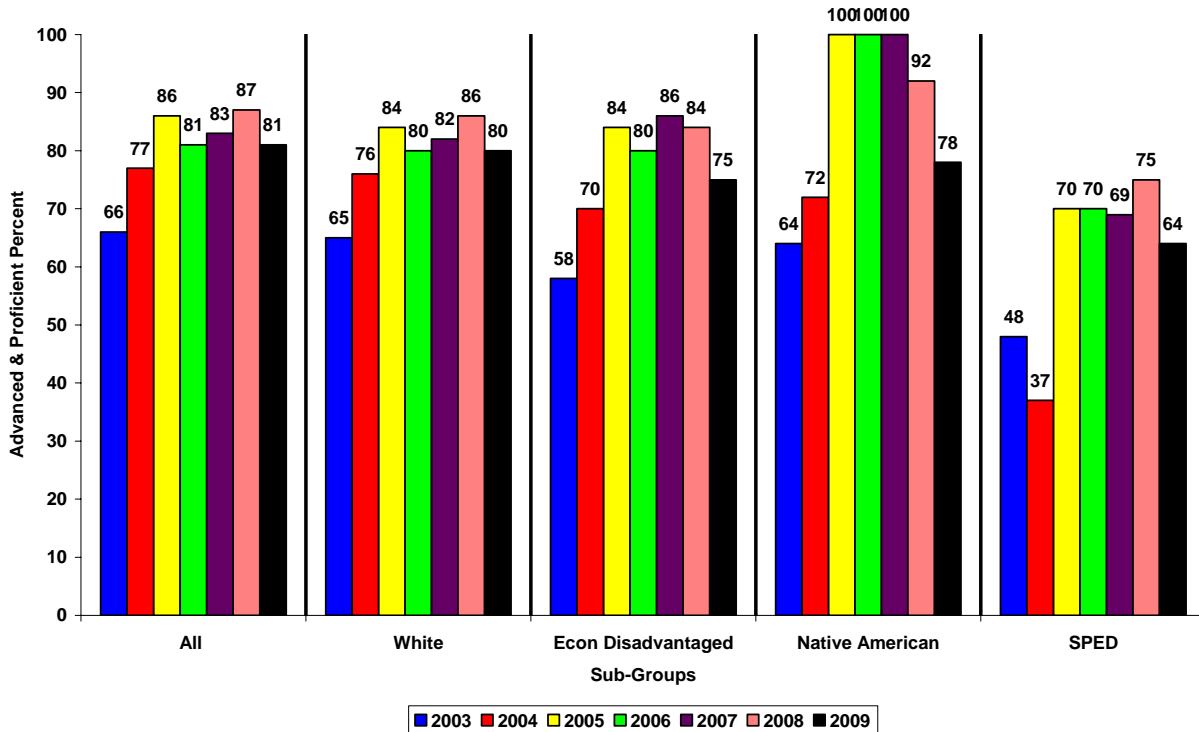
Beginning in 2003, in compliance with No Child Left Behind (NCLB), the state of South Dakota required all students in grades 3-8 and 11 to take a criterion-referenced test called the Dakota State Test of Educational Progress (DakotaSTEP). The DakotaSTEP assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Advanced, Proficient, Basic, or Below Basic. The state of South Dakota has set an Annual Measurable Objective (AMO) for both content areas, defined as the percent of students who must score proficient or higher. The following table displays the AMO targets for math and reading:

	Reading		Math	
	Grades 3-8	Grade 11	Grades 3-8	Grade 11
2002-03	65%	50%	45%	60%
2003-04	65%	50%	45%	60%
2004-05	78%	66%	54%	67%
2005-06	78%	66%	65%	54%
2006-07	82%	72%	65%	54%
2007-08	82%	72%	72%	63%
2008-09	69%	62%	72%	63%
2009-10	69%	62%	72%	63%

Scores are disaggregated for all demographic subgroups with a population of 10 students or more. The math and reading AMO must be met at the district level, building level, and grade level by all subgroups meeting the minimum population requirement.

DakotaSTEP Reading Results

Lincoln DakotaSTEP Reading Results 2003-09



Description of Data: The above chart displays by sub-group the percent of Lincoln Elementary School third, fourth, and fifth graders whose scores on the reading subtest of the DakotaSTEP placed them into the proficient or advanced achievement category.

Analysis of Data:

Areas of Concern:

- SPED student scores are down and is an area of concern.
- LIP Reading Goals based on DakotaSTEP were met at grade 3, but not 4 and 5.

Areas of Strength:

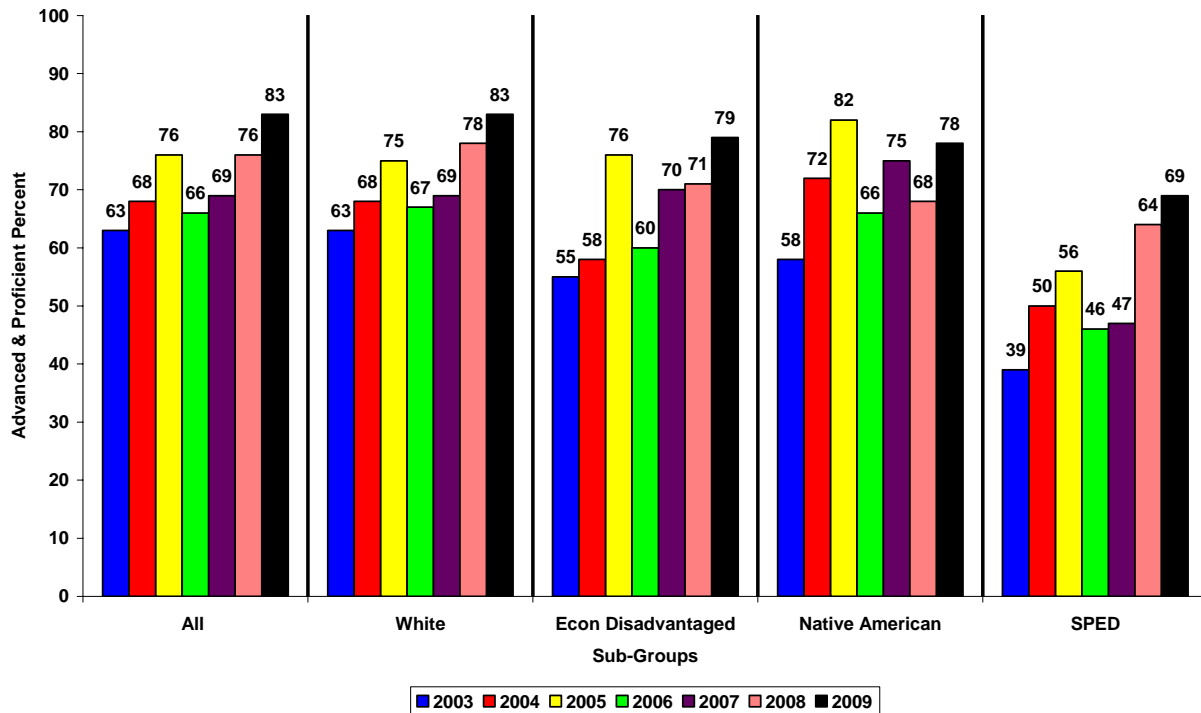
- AYP was met.
- Although our Grade 2 goal was not met, the same students did meet the goal at Grade 3 so we seem to have a solid basis for learning.

Implications from Data:

- Collaboration between SPED/Classroom/Title Teachers with individual student data will help to address students' individual needs, as last year.
- Data from the DakotaSTEP was itemized by standard/student and groupings will be formed to address similar student needs.
- The AMO target is 69 for reading. It will be the same for next year.

DakotaSTEP Math Results

Lincoln DakotaSTEP Math Results 2003-09



Description of Data: The above chart displays by sub-group the percent of Lincoln Elementary School third, fourth, and fifth graders whose scores on the math subtest of the DakotaSTEP placed them into the proficient or advanced achievement category.

Analysis of Data:

Areas of Concern:

- SPED is still an area of concern.
- Students seem to lack a transfer of learning, especially through the summer months.

Areas of Strength:

- All student scores are up. It appears that all students are benefiting from Math Expressions, as noted last year. Our SPED scores in Math were higher than the district average.
- LIP Math Goals based upon DakotaSTEP were met at grades 3 and 5. Grade 4 missed the goal by only 1%.

Implications from Data:

- The AMO target is 72 for math. It will be the same for next year.
- DakotaSTEP results were individualized by student and content area. These scores will help point out student weaknesses as well as classroom focus needed.

SAT-9 Writing Assessment

The Stanford Writing Assessment Program contains prompts in four modes – descriptive, narrative, expository, and persuasive – that elicit a rough-draft response from the student.

Each prompt asks students to produce an extended piece of writing under conditions modeled after proven instructional practice. Students receive guidance throughout the writing process by means of a Writer’s Checklist which provides reminders for prewriting, composing, and editing.

Students’ responses are scored using an analytic four-point scale. The six categories scored include:

- Ideas and Development
- Organization, Unity, and Coherence
- Word Choice
- Sentences and Paragraphs
- Grammar and Usage
- Writing Mechanics

The South Dakota Department of Education requires that the SAT-9 Writing Assessment be administered to students in grades 5, 7, and 10 in February. The specific areas assessed are described below:

Area I Ideas and Development: This category is concerned with the "what"- the substance of the composition. Has the writer addressed the topic in an interesting and significant way? Has the writer expanded key ideas with layers of detail so that readers will fully understand the meaning the author intended to convey? Are there points that need further clarification through examples, anecdotes, illustrations, or reasons?

Area II Organization, Unity, and Coherence: In this category, the presentation of information in a logical manner is central. Does the writer seem to have an overall plan? Does the writer stay focused throughout the essay, or does he/she wander from the topic? Is the material presented in an orderly and easily understandable sequence? Are transitional words and phrases used to create cohesiveness within sentences and paragraphs and across the entire composition?

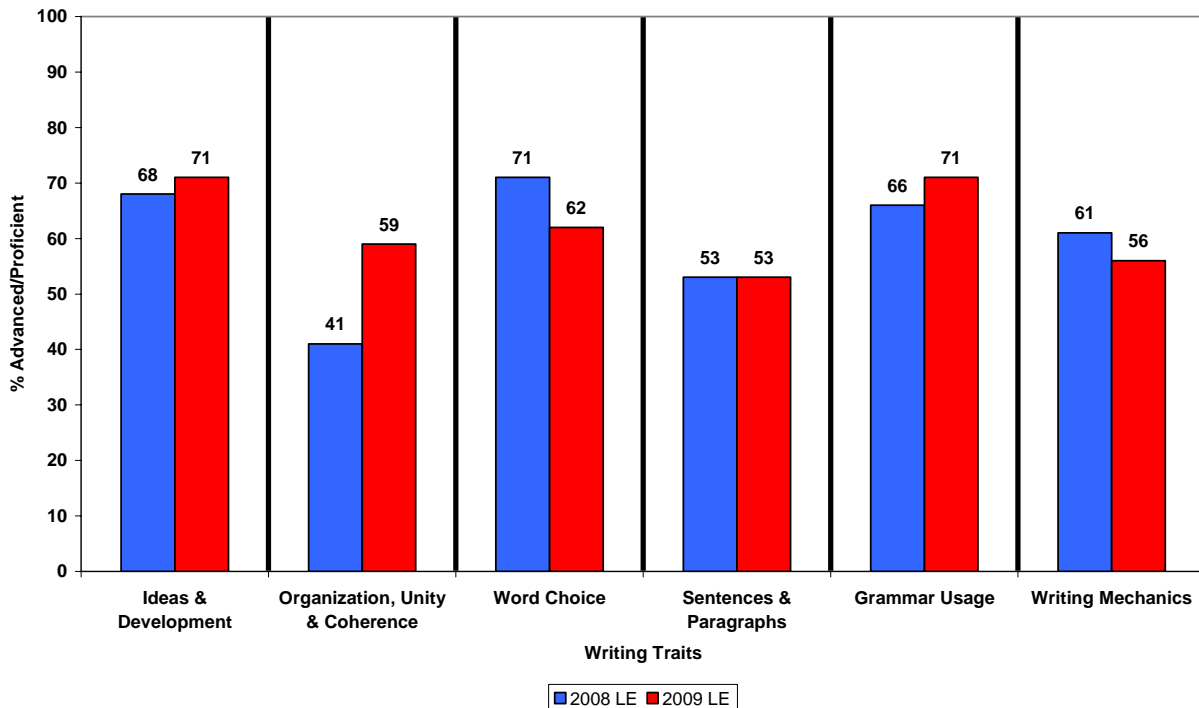
Area III Word Choice: This category has to do with the precision and variety of vocabulary. Is vocabulary limited? Is there an attempt to use adjectives and other parts of speech to present a vivid picture to the reader? Active verbs and precise vocabulary are important. Bland, general words such as "good," "nice," and "fun" are better replaced by more precise vocabulary.

Area IV Sentences and Paragraphs: In this category, the scorer looks for sentence structure and paragraph arrangement that enhance meaning. Are there fragments, run-on sentences, awkward constructions, or other such errors that obscure or diminish meaning? Do sentences vary in length and complexity? Are a variety of sentence patterns used? Are paragraphs logical, such that they integrate thoughts that belong together and separate thoughts that do not belong together?

Area V Grammar and Usage: In this category, the scorer looks for the application of correct grammar. Does the writer use correct subject-verb agreement and logical pronoun-referents? Is tense consistent?

Area VI Writing Mechanics: Within the category of mechanics, the scorer looks for consistently correct capitalization, punctuation, and spelling. Are a variety of capitalization and punctuation skills used correctly? Are words spelled correctly?

Lincoln Grade 5 Writing Test Results



Description of Data: The chart above illustrates the percent of fifth grade students scoring within the advanced or proficient range on the SAT-9 writing assessment. Each student receives a score of 4 (advanced), 3 (proficient), 2 (basic), or 1 (below basic) in the six different writing categories.

Analysis of Data:

Areas of Concern:

- The area of IV “sentences...” is lowest, VI “...mechanics” is next, and then II “organization...” and these are a concern.

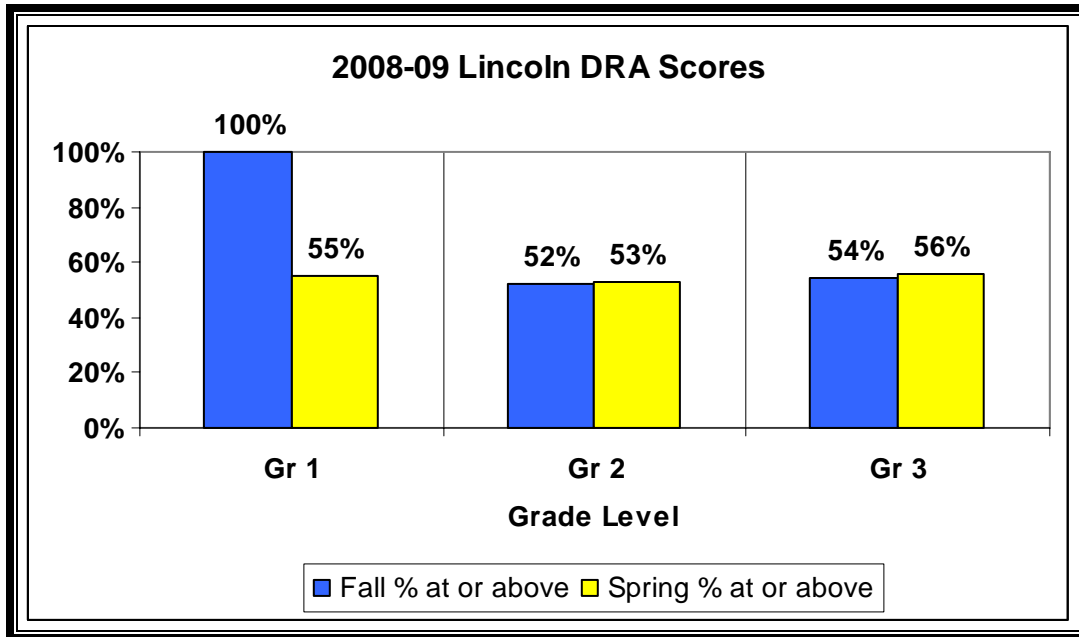
Areas of Strength:

- Last year graphic organizers were listed as an *Implication from Data* and seemed to help out II score in “organization...”
- The Read, Write, and Type lab taught by Mrs. Kolb and primary classroom teachers is a uniform start for writing at Lincoln Elementary School.

Implications from Data:

- Continue having all students (1-5) take a writing test four times per year. The dates and prompts are to be reported.
- The test was again given in February so data from two similar years is compared.
- Mrs. Charron (5) and Mrs. White (5) shared from the Writing Conference.
- The two lowest scores are interrelated.
- Lincoln Elementary will get editing posters to be consistent throughout LE.
- DRA2 should help to better incorporate writing with reading, as last year.

Developmental Reading Assessments



Description of Data: The chart above illustrates a fall to spring comparison of the Developmental Reading Assessment (DRA2) scores for students in grades one, two, and three. The results represent the percent of students that are at or above the benchmark for fall and spring. These scores represent a combination of comprehension and fluency skills and are measured against the following benchmarks:

	Fall	Spring
Grade 1	2	14
Grade 2	14	24
Grade 3	24	34

Analysis of Data:

Areas of Concern:

- Students show a lack of transfer learning, especially across the summer months.
- First graders were tested late September, so many children had begun to show progress; thus the 100% Fall DRA2 score may be “inaccurate.”
- Only about half of our students are meeting DRA2 benchmarks

Areas of Strength:

- Re-leveling books and new collections of books are helping to promote learning and strategy work.

Implications from Data:

- Third grade scores will not reflect on LIP goals as they are based on DakotaSTEP scores.
- Mrs. McDermott and Mrs. Rath (Reading tutors) gave a mini lesson on DRA2 and the National Reading Panel key areas (Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary).
- This discussion included the analyzed behaviors and characteristics of DRA2 Good Readers as printed and shared with staff.
- New District Benchmarks were noted.

Climate Surveys

In the spring of 2009, school climate surveys were administered to all students in grades 3, 5, 6, 8, and randomly selected students from grades 9-12 in the Aberdeen School District. The school climate surveys were also provided to all district parents, teachers and other school staff. The purpose of the survey was to collect information to be used along with other data to improve our educational programs and for school accreditation purposes.

Description of Data: The tables on the following pages identify the results of climate surveys given to staff, students in grades 3 and 5, and parents in the March of 2009. The results are displayed with the percent of respondents in each category followed by the raw number of responses in parentheses.

Analysis of Data:

Areas of Concern:

- Lack of access to technology tools was a concern from all three areas (Parent, Staff, and Student)

Areas of Strength:

- Student comments included over 80% who feel that the Principal cares about them.
- Also, 68% of students feel their teacher believes they can learn.
- Parent comments were positive overall.
- Staff feels that LE has a positive overall atmosphere and that students feel safe.

Implications from Data:

- Overall, the data presents a clearly positive climate at Lincoln Elementary School by all three groups (Parent, Staff, and Student) surveyed

Caveat:

- April 14, 2009 – Analysis and discussion of the Spring 2009 Climate Survey data took place at this spring staff meeting.

Lincoln Parent Climate Survey Results

March 2009

	Grade K-2 Parents N=54				Grade 3-5 Parents N=50				Parent Totals N=104			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. My child feels safe at school.	39	15			35	15			74	30		
2. Rules and policies are enforced consistently.	35	19			30	19	1		65	37		
3. The discipline program helps students make good choices.	32	22			29	21			61	23	1	
4. Students feel like they belong at school.	36	18			32	17	1		68	35		
5. The overall atmosphere of the school is positive.	37	17			33	17			70	34	1	
6. Students at this school have enough access to current technology tools.	31	21		1	27	32			58	44		1
7. The principal cares about the students.	40	14			38	12			78	26		
8. Teachers make an effort to know their students and their interests.	43	13			37	13			80	26		
9. Students feel encouraged to participate in school activities.	41	11			33	17			74	28		
10. The teachers believe that students can learn and be successful.	38	16			37	13			75	29		
11. The teachers are available and willing to provide assistance to students.	37	17			34	16			71	33		
12. The class work assigned challenges students to think.	31	23			32	17	1		63	40	1	
13. All individuals in this school are treated with dignity and respect.	33	21			34	15	1		67	36	1	
14. The teachers present material in a way that students can understand.	30	24			30	20			60	44		
15. This school is preparing my child for success in the future.	34	20			37	12		1	71	32		1

Lincoln Staff Climate Survey Results

March 2009

	Certified Staff N=32				Non-Certified Staff N=11				Staff Totals N=43			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students feel safe at school.	71.0% (22)	29.0% (9)	0.0% (0)	0.0% (0)	54% (6)	45% (5)	0.0% (0)	0.0% (0)	65.1% (28)	34.9% (15)	0.0% (0)	0.0% (0)
2. Rules and policies are enforced consistently.	41.9% (13)	51.6% (16)	6.5% (2)	0.0% (0)	36% (4)	63% (7)	0.0% (0)	0.0% (0)	39.5% (17)	55.8% (24)	4.7% (2)	0.0% (0)
3. The discipline program helps students make good choices.	41.9% (13)	58.1% (18)	0.0% (0)	0.0% (0)	36% (4)	63% (7)	0.0% (0)	0.0% (0)	39.5% (17)	60.5% (26)	0.0% (0)	0.0% (0)
4. Students feel like they belong at school.	58.1% (18)	41.9% (13)	0.0% (0)	0.0% (0)	63% (7)	36% (4)	0.0% (0)	0.0% (0)	58.1% (25)	41.9% (18)	0.0% (0)	0.0% (0)
5. The overall atmosphere of the school is positive.	64.5% (20)	32.3% (10)	3.2% (1)	0.0% (0)	63% (7)	36% (4)	0.0% (0)	0.0% (0)	62.8% (27)	34.9% (15)	2.3% (1)	0.0% (0)
6. Students at this school have enough access to current technology tools.	9.7% (3)	45.2% (14)	22% (7)	22.6% (7)	9.1% (1)	63% (7)	27% (3)	0.0% (0)	9.3% (4)	48.8% (21)	25% (11)	16.3% (7)
7. The principal cares about the students.	58.1% (18)	41.9% (13)	0.0% (0)	0.0% (0)	63% (7)	36% (4)	0.0% (0)	0.0% (0)	60.5% (26)	39.5% (17)	0.0% (0)	0.0% (0)
8. Teachers make an effort to know their students and their interests.	54.8% (17)	45.2% (14)	0.0% (0)	0.0% (0)	63% (7)	36.4% (4)	0.0% (0)	0.0% (0)	55.8% (24)	44.2% (19)	0.0% (0)	0.0% (0)
9. Students feel encouraged to participate in school activities.	58.1% (18)	41.9% (13)	0.0% (0)	0.0% (0)	36% (4)	54% (6)	9.1% (1)	0.0% (0)	51.2% (22)	46.5% (20)	2.3% (1)	0.0% (0)
10. The teachers believe that students can learn and be successful.	61.3% (19)	38.7% (12)	0.0% (0)	0.0% (0)	54% (6)	45% (5)	0.0% (0)	0.0% (0)	58.1% (25)	41.9% (18)	0.0% (0)	0.0% (0)
11. The teachers are available and willing to provide assistance to students.	61.3% (19)	35.5% (11)	3.2% (1)	0.0% (0)	63% (7)	27% (3)	9.1% (1)	0.0% (0)	60.5% (26)	34.9% (15)	4.7% (2)	0.0% (0)
12. The class work assigned challenges students to think.	58.1% (18)	41.9% (13)	0.0% (0)	0.0% (0)	27% (3)	72% (8)	0.0% (0)	0.0% (0)	48.8% (21)	51.2% (22)	0.0% (0)	0.0% (0)
13. All individuals in this school are treated with dignity and respect.	61.3% (19)	29.0% (9)	6.5% (2)	3.2% (1)	45.5% (5)	36.4% (4)	18.2% (2)	0.0% (0)	55.8% (24)	32.6% (14)	9.3% (4)	2.3% (1)
14. The teachers present material in a way that students can understand.	61.3% (19)	35.5% (11)	3.2% (1)	0.0% (0)	54% (6)	45% (5)	0.0% (0)	0.0% (0)	58.1% (25)	39.5% (17)	2.3% (1)	0.0% (0)
15. This school is preparing my child for success in the future.	53.3% (16)	43.3% (13)	3.3% (1)	0.0% (0)	54% (6)	36% (4)	9.1% (1)	0.0% (0)	52.4% (22)	42.9% (18)	4.8% (2)	0.0% (0)

Lincoln Student Climate Survey Results

March 2009

	Grade 3 Students N=61				Grade 5 Students N=35				Student Totals N=96			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. I feel safe at school.	54.1% (33)	32% (20)	8.2% (5)	4.9% (3)	40% (14)	51% (18)	5.7% (2)	2.9% (1)	49.0% (47)	39.6% (38)	7.3% (7)	4.2% (4)
2. Rules and policies are enforced consistently.	41.0% (25)	44 % (27)	6.6% (4)	8.2% (5)	22.9 % (8)	48% (17)	28% (10)	0.0% (0)	34.4% (33)	45.8% (44)	14% (14)	5.2% (5)
3. The discipline program helps me make good choices.	55.0% (33)	36% (22)	8.3% (5)	0.0% (0)	51% (18)	37% (13)	5.7% (2)	5.7% (2)	53.7% (51)	36.8% (35)	7.4% (7)	2.1% (2)
4. I feel like I belong at school.	42.4% (25)	44% (26)	10.2 % (6)	3.4% (2)	45% (16)	40% (14)	11.4 % (4)	2.9% (1)	43.6% (41)	42.6% (40)	10% (10)	3.2% (3)
5. The overall atmosphere of the school is positive.	36.7% (22)	55% (33)	6.7% (4)	1.7% (1)	31% (11)	51% (18)	14.3 % (5)	2.9% (1)	34.7% (33)	53.7% (51)	9.5% (9)	2.1% (2)
6. I have access to current technology tools in my school.	41.7% (25)	26% (16)	21% (13)	10.0 % (6)	20% (7)	62% (22)	14% (5)	2.9% (1)	33.7% (32)	40.0% (38)	18% (18)	7.4% (7)
7. The principal cares about the students.	83.3% (50)	15.0 % (9)	0.0% (0)	1.7% (1)	82% (29)	14% (5)	0.0% (0)	2.9% (1)	83.2% (79)	14.7% (14)	0.0% (0)	2.1% (2)
8. My teachers make an effort to know me and my interests.	37.9% (22)	53% (31)	3.4% (2)	5.2% (3)	54% (19)	42% (15)	0.0% (0)	2.9% (1)	44.1% (41)	49.5% (46)	2.2% (2)	4.3% (4)
9. I feel encouraged to participate in school activities.	61.0% (36)	27% (16)	8.5% (5)	3.4% (2)	42% (15)	42 % (15)	11.4 % (4)	2.9% (1)	54.3% (51)	33.0% (31)	9.6% (9)	3.2% (3)
10. My teachers believe that I can learn and be successful.	65.0% (39)	28% (17)	5.0% (3)	1.7% (1)	65% (23)	28% (10)	2.9% (1)	2.9% (1)	65.3% (62)	28.4% (27)	4.2% (4)	2.1% (2)
11. My teachers are available and willing to assist me.	45.0% (27)	38% (23)	11.7 % (7)	5.0% (3)	60% (21)	37% (13)	0.0% (0)	2.9% (1)	50.5% (48)	37.9% (36)	7.4% (7)	4.2% (4)
12. The class work assigned challenges me to think.	57.6% (34)	30% (18)	8.5% (5)	3.4% (2)	31% (11)	51% (18)	14.3 % (5)	2.9% (1)	47.9% (45)	38.3% (36)	10% (10)	3.2% (3)
13. All individuals in this school are treated with dignity and respect.	43.3% (26)	36% (22)	8.3% (5)	11% (7)	44% (15)	41% (14)	11.8 % (4)	2.9% (1)	43.6% (41)	38.3% (36)	9.6% (9)	8.5% (8)
14. My teachers present material in a way that I can understand.	48.3% (29)	38% (23)	13% (8)	0.0% (0)	57% (20)	34% (12)	5.7% (2)	2.9% (1)	51.6% (49)	36.8% (35)	10% (10)	1.1% (1)
15. This school is preparing me for success in my future.	66.7% (40)	30% (18)	3.3% (2)	0.0% (0)	58% (20)	35% (12)	2.9% (1)	2.9% (1)	63.8% (60)	31.9% (30)	3.2% (3)	1.1% (1)

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 1: K-5 Lincoln students will improve in the area of Total Reading – Page 1 of 2		
<i>Action Step</i>	<i>Evaluation Tool</i>	<i>Evaluation Statement</i>
All-day, every-day kindergarten	DRA2 spring only	Kindergarten 72% 50 of 69 students met LIP grade level objectives based upon spring DRA2.
After school tutoring for grade 4 and 5 students making inadequate progress	Students meet grade level objectives per LIP	50% 3 of 6 students met LIP grade level objectives
Extended school day tutoring program for grades 1-3	Students meet grade level objectives per LIP	31% 4 of 13 students met LIP grade level objectives
Title I pullout individual/small group assistance for students in need	<ul style="list-style-type: none"> ⌘ Emergent Literacy Survey (pre-post test) (Gr. 1) ⌘ STAR Reading (pre-post test) (Gr. 2) 	Grade 1 100% 17 of 17 Goal is 80% of first grade students will achieve 80% on the ELS Grade 2 100% 12 of 12 Goal is 80% of second grade students will achieve at least 1.0 NCE gain as per STAR Reading
SAT (Student Assistance Team)	Track number of referrals to SAT; percentage to SNT; % to SPED	36 students referred to SAT; % 19 of 36 referrals continued to SNT; 13 tested % 10 of 13 qualified for SPED
Reading Programs in the Library	<ul style="list-style-type: none"> ⌘ Buggy About Books ⌘ 100 Reading Club 	Buggy about Books Grades K-2 '08-'09 76% 134 of 176 students participated 100 Reading Club Grades 3-5 '08-'09 91% 136 of 149 students participated

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 1: K-5 Lincoln students will improve in the area of Total Reading – Page 2 of 2		
<i>Action Step</i>	<i>Evaluation Tool</i>	<i>Evaluation Statement</i>
Assistance by EAs and Reading Tutors	<ul style="list-style-type: none"> ☒ STAR Reading ☒ STAR Early Literacy 	55% 134 of 244 (1-5) students Goal is % of K-5 students will achieve at least 1.0 NCE gain as per STAR Reading or growth on STAR Early Literacy STAR EL was given only once to Kindergarten
Consistent teaching to SD Reading and Writing Content Standards	<ul style="list-style-type: none"> ☒ SD State Reading and Writing Content Standards, growth on assessment ☒ STAR Reading ☒ STAR Early Literacy 	Students demonstrated growth in three of six areas on the SAT-9 Writing Assessments See results in the Evaluation Statement above
Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally in January	<ul style="list-style-type: none"> ☒ DRA2 ☒ DakotaSTEP 	36% 16 of 44 students met LIP grade level objectives Done in late December
Parent Orientation (1 st day of school)	Percentage of families represented	August 20, 2008 66% of Lincoln Elementary families represented
Parent-Teacher Conferences (fall and spring)	Percentage of families represented	October 23-24, 2008 92% of LE families attended March 5-6, 2009 95% of LE families attended
Parent University (fall and spring)	Number of people attending – informal feedback	Thursday, November 20, 2008 114 people attended Tuesday, April 7, 2009 133 people attended
Read at Home parent connections (1-5)	Parents sign-off book folders and envelopes	Done 2-7 times per week per teachers' plan
Reading Connection newsletter – Beginning Editions (K-3) and Intermediate (grades 4-5)	Copy included in LIP binder	Sent to each student once per month from September through May

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 2: K-5 Lincoln students will improve in the area of Total Math – Page 1 of 2		
<i>Action Step</i>	<i>Evaluation Tool</i>	<i>Evaluation Statement</i>
All-day, every-day kindergarten	Kindergarten report cards Kindergarten students will meet grade level objective per LIP	65% 45 of 69 Kindergarten students met LIP grade level objectives
After school tutoring for grade 4 and 5 students making inadequate progress	Students meet grade level objectives per LIP	33% 2 of 6 students met LIP grade level objectives
Extended school day tutoring program for grades 1-3	⊗ Expressions Unit test spreadsheet DakotaSTEP Students meet grade level objectives per LIP	85% 11 of 13 students met LIP grade level objectives
SAT (Student Assistance Team)	⊗ Track number of referrals to SAT; percentage to SNT; % to SPED	36 students referred to SAT; % 19 of 36 referrals continued to SNT; 13 tested % 10 of 13 qualified for SPED
Math Expressions (K-5) including common math vocabulary	Students meet grade level objectives per LIP	Kindergarten goal – 80% Results: 65% 45 out of 69 students First grade goal – 90% Results: 98% 43 out of 44 students Second grade goal – 90% Results: 78% 42 out of 54 students Third grade goal – 75% Results: 88% 53 out of 60 students Fourth grade goal – 75% Results: 74% 37 out of 50 students Fifth grade goal – 75% Results: 86% 30 out of 35 students

2008-09 Goals, Objectives, and Intervention Strategies Evaluation

Goal 2: K-5 Lincoln students will improve in the area of Total Math – Page 2 of 2		
<i>Action Step</i>	<i>Evaluation Tool</i>	<i>Evaluation Statement</i>
Consistent teaching to SD Math Content Standards	STAR Math Students will meet grade level objectives per LIP	STAR Math was given but not used for objectives per LIP See results in previous action step
Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally in January	<ul style="list-style-type: none"> ☒ Kindergarten report cards ☒ Math Expressions Unit Test spreadsheet ☒ DakotaSTEP 	55% 24 of 44 students met LIP grade level objectives STAR Math tests given twice but not used for objectives per LIP
Parent Orientation (1 st day of school)	Percentage of families represented	August 20, 2008 66% of Lincoln Elementary families represented
Parent-Teacher Conferences (fall and spring)	Percentage of families represented	October 23-24, 2008 92% of LE families attended March 5-6, 2009 95% of LE families attended
Parent University (fall and spring)	Number of people attending – informal feedback	Thursday, November 20, 2008 114 people attended Tuesday, April 7, 2009 133 people attended
Math Facts parent connection (1-4)	Math fact folders or wallets; parents signoff	Done 2-7 times per week per teachers' plan
Grade level Math Content Standards available to parents	Sent home each year	October 23-24, 2008 Parent-Teacher Conferences

2009-10

Goals, Objectives, and Intervention Strategies

Goal 1: K-5 Lincoln students will improve in the area of Total Reading.

Objective 1: 80% of Kindergarten students will be at or above DRA2 targeted levels (2 – B) by Spring 2010.

Objective 2: 80% of first grade students will be at or above DRA2 targeted levels (14 – H) Spring 2010.

Objective 3: 80% of second grade students will be at or above DRA2 targeted levels (24 – L) Spring 2010.

Objective 4: 80% of third, fourth, and fifth grade students will be proficient or advanced in Reading on DakotaSTEP by Spring 2010.

Intervention Strategies:

- All-day, every-day kindergarten
- Extended school day tutoring program for grades 1-5 serving students in need with parent permission (4 per grade level)
- Title I pullout individual/small group assistance for students in need
- SAT (Student Assistance Team)
- Reading Programs in the Library
- Assistance by EAs and Reading Tutors
- Consistent teaching to SD Reading and Writing Content Standards, noting individual scores by standard
- SMART Board and SMART Response will be used to teach to standards
- Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally midyear
- Parent Open House/Orientation (fall)
- Parent-Teacher Conferences (fall and spring)
- Parent University (fall and spring)
- Read at Home parent connection (1-5)
- Grade level SD Reading Content Standards available to parents
- Reading Connection newsletter – Beginning Editions (K-3) and Intermediate (grades 4-5)

Assessments:

- Title I Needs Assessment (K-4) completed in May 2010
- STAR Early Literacy (grade 1)
- DakotaSTEP scores, Spring 2010
- STAR Reading and STAR Early Literacy (as appropriate per grade level)
- DRA2 levels reported for grades 1-3 in the fall and spring (K-spring only)
- Teacher Observation, ongoing and reviewed daily

2009-10

Goals, Objectives, and Intervention Strategies

Goal 2: K-5 Lincoln students will improve in the area of Total Math.

Objective 1: 80% of Kindergarten students will score 90% or higher in demonstrating number knowledge on their report cards (designated areas) by Spring 2010.

Objective 2: 90% of first and second grade students will score an average of 85% or higher on Expressions unit tests by Spring 2010.

Objective 3: 75% of third, fourth, and fifth grade students will score proficient or advanced in Total Math on the DakotaSTEP by Spring 2010.

Intervention Strategies:

- All-day, every-day kindergarten
- Extended school day tutoring program for grades 1-5 serving students in need with parent permission (4 per grade level)
- SAT (Student Assistance Team)
- Math Expressions (K-5) including common math vocabulary
- Consistent teaching to SD Math Content Standards, noting individual scores by standard
- SMART Board and SMART Response will be used to teach to standards
- Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally midyear
- Parent Open House/Orientation (fall)
- Parent-Teacher Conferences (fall and spring)
- Parent University (fall and spring)
- Math Facts parent connection (1-4)
- Grade level SD Math Content Standards available to parents

Assessments:

- Kindergarten report card
- Math Expressions Unit Tests (grades 1-2)
- DakotaSTEP scores, Spring 2010
- STAR Math (as appropriate per grade level up to three times per year)
- Teacher Observation, ongoing and reviewed daily

2009-10 Goals, Objectives, and Intervention Strategies Action Plan – Reading

Goal 1: K-5 Lincoln students will improve in the area of Total Reading – Page 1 of 3					
<i>Action Step</i>	<i>Person Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Evaluation Tool</i>	<i>Fiscal Requirement</i>
All-day, every-day kindergarten	<ul style="list-style-type: none"> ☒ Lincoln Staff ☒ LE Administrator 	'09-'10 school year	<ul style="list-style-type: none"> ☒ DRA2 spring only 	<ul style="list-style-type: none"> ☒ Kindergarten students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ General funds ☒ Title I funds
Extended school day tutoring program for grades 1-5 serving students in need with parent permission (4 per grade level)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Classroom Teacher ☒ Certified Staff 	November-April	<ul style="list-style-type: none"> ☒ DRA2 ☒ DakotaSTEP 	<ul style="list-style-type: none"> ☒ Students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ Great Plains Grant funds ☒ Title funds
Title I pullout individual/small group assistance for students in need	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ Title Teacher ☒ Title EAs 	'09-'10 school year	<ul style="list-style-type: none"> ☒ STAR Early Literacy (pre-post test) (Gr. 1) ☒ STAR Reading (pre-post test) (Gr. 2) 	<ul style="list-style-type: none"> ☒ 80% of first grade students will achieve gains on STAR Early Literacy ☒ 80% of second grade students will achieve at least 1.0 NCE gain as per STAR Reading 	<ul style="list-style-type: none"> ☒ Title I funds ☒ Title II funds
SAT (Student Assistance Team)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ LE Counselor ☒ SAT Team Members 	'09-'10 school year	<ul style="list-style-type: none"> ☒ SAT meetings – first and third Mondays of each month 	<ul style="list-style-type: none"> ☒ Track number of referrals to SAT; percentage to SNT; % to SPED 	<ul style="list-style-type: none"> ☒ General funds ☒ SPED funds
Reading Programs in the Library	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ Library EA 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Buggy About Books ☒ 100 Reading Club 	<ul style="list-style-type: none"> ☒ Percentage of LE students participating 	<ul style="list-style-type: none"> ☒ PTA funds ☒ District funds ☒ School budget funds

2009-10 Goals, Objectives, and Intervention Strategies Action Plan – Reading

Goal 1: K-5 Lincoln students will improve in the area of Total Reading – Page 2 of 3					
<i>Action Step</i>	<i>Person Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Evaluation Tool</i>	<i>Fiscal Requirement</i>
Assistance by EAs and Reading Tutors	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ Library/Computer EA ☒ Reading Tutors ☒ Title I Teacher and EAs 	'09-'10 school year	<ul style="list-style-type: none"> ☒ DRA2 ☒ DakotaSTEP 	☒ Students will meet grade level objective per LIP	<ul style="list-style-type: none"> ☒ Title I funds ☒ Title II funds
Consistent teaching to SD Reading and Writing Content Standards, noting individual scores by standard	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers 	'09-'10 school year	<ul style="list-style-type: none"> ☒ SD State Reading and Writing Content Standards ☒ DRA2 ☒ DakotaSTEP 	<ul style="list-style-type: none"> ☒ Areas of growth on the SAT-9 Writing Assessment ☒ Students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ Title I funds ☒ Title II funds
SMART Board and SMART Response will be used to teach to standards	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers 	'09-'10 school year	<ul style="list-style-type: none"> ☒ DRA2 ☒ DakotaSTEP 	☒ Students will meet grade level objective per LIP	<ul style="list-style-type: none"> ☒ Title funds ☒ General funds ☒ PTA funds
Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally midyear	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers ☒ Title I Teacher and EAs 	'09-'10 school year	<ul style="list-style-type: none"> ☒ DRA2 ☒ DakotaSTEP 	☒ Students will meet grade level objective per LIP	☒ General Funds
Parent Open House/Orientation (fall)	☒ Classroom Teachers	fall	☒ Handouts and information to share with parents	☒ Number of people attending	☒ General Funds

2009-10 Goals, Objectives, and Intervention Strategies Action Plan – Reading

Goal 1: K-5 Lincoln students will improve in the area of Total Reading – Page 3 of 3					
<i>Action Step</i>	<i>Person Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Evaluation Tool</i>	<i>Fiscal Requirement</i>
Parent-Teacher Conferences (fall and spring)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Certified Staff ☒ Counselor ☒ Social Worker 	fall/spring	☒ Teacher reports to LE Administrator	☒ Percentage of families represented	☒ General Funds
Parent University (fall and spring)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Lincoln Staff ☒ Community Members 	fall/spring	☒ Participant registration forms	☒ Number of people attending – informal feedback	<ul style="list-style-type: none"> ☒ Title funds ☒ PTA funds
Read at Home parent connection (1-5)	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers ☒ Title I Teacher ☒ Reading Tutors ☒ Title EAs 	2-7 times per week	<ul style="list-style-type: none"> ☒ Leveled books ☒ Reading folders and envelopes 	☒ Parents sign-off book folders and envelopes	<ul style="list-style-type: none"> ☒ General fund ☒ PTA funds ☒ Title funds
Grade level SD Reading Content Standards available to parents	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Certified Staff ☒ Title 1 Teacher 	'09-'10 school year	☒ SD State DOE website	<ul style="list-style-type: none"> ☒ Pamphlets ☒ LE Newsletter 	<ul style="list-style-type: none"> ☒ General fund ☒ Title funds
Reading Connection newsletter – Beginning Editions (K-3) and Intermediate (grades 4-5)	<ul style="list-style-type: none"> ☒ Title Coordinator ☒ Classroom Teacher ☒ Title EAs 	September-May	☒ Aspen Publishers, Inc.	☒ Copy included in LIP binder	☒ Title funds

2009-10 Goals, Objectives, and Intervention Strategies Action Plan – Math

Goal 2: K-5 Lincoln students will improve in the area of Total Math – Page 1 of 2					
<i>Action Step</i>	<i>Person Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Evaluation Tool</i>	<i>Fiscal Requirement</i>
All-day, every-day kindergarten	<ul style="list-style-type: none"> ☒ Lincoln Staff ☒ LE Administrator 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Kindergarten report card 	<ul style="list-style-type: none"> ☒ Kindergarten students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ General funds ☒ Title I funds
Extended school day tutoring program for grades 1-5 serving students in need with parent permission (4 per grade level)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Classroom Teacher ☒ Certified Staff 	November -April	<ul style="list-style-type: none"> ☒ Math Expressions Unit Tests ☒ DakotaSTEP 	<ul style="list-style-type: none"> ☒ Students meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ Great Plains Grant funds ☒ Title funds
SAT (Student Assistance Team)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ LE Counselor ☒ SAT Team Members 	'09-'10 school year	<ul style="list-style-type: none"> ☒ SAT meetings – first and third Mondays 	<ul style="list-style-type: none"> ☒ Track number of referrals to SAT; percentage to SNT; % to SPED 	<ul style="list-style-type: none"> ☒ General funds ☒ SPED funds
Math Expressions (1-5) including common math vocabulary	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ Title I Teacher ☒ Title EAs 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Math Expressions Unit Tests ☒ DakotaSTEP 	<ul style="list-style-type: none"> ☒ Students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ Title I funds
Consistent teaching to SD Math Content Standards, noting individual scores by standard	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Kindergarten report card ☒ Math Expressions Unit Tests ☒ DakotaSTEP 	<ul style="list-style-type: none"> ☒ Students will meet grade level objective per LIP 	<ul style="list-style-type: none"> ☒ General funds

2009-10 Goals, Objectives, and Intervention Strategies Action Plan – Math

Goal 2: K-5 Lincoln students will improve in the area of Total Math – Page 2 of 2					
<i>Action Step</i>	<i>Person Responsible</i>	<i>Time Frame</i>	<i>Resources</i>	<i>Evaluation Tool</i>	<i>Fiscal Requirement</i>
SMART Board and SMART Response will be used to teach to standards	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Kindergarten report card ☒ Math Expressions Unit Tests ☒ DakotaSTEP 	☒ Students will meet grade level objective per LIP	<ul style="list-style-type: none"> ☒ Title funds ☒ General funds ☒ PTA funds
Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally midyear	<ul style="list-style-type: none"> ☒ Classroom Teachers ☒ SPED Teachers ☒ Title I Teacher and EAs 	'09-'10 school year	<ul style="list-style-type: none"> ☒ Kindergarten report card ☒ Math Expressions Unit Tests ☒ DakotaSTEP 	☒ Students will meet grade level objective per LIP	☒ General Funds
Parent Open House/Orientation (fall)	☒ Classroom Teachers	fall	☒ Handouts and information to share with parents	☒ Number of people attending	☒ General Funds
Parent-Teacher Conferences (fall and spring)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Certified Staff ☒ LE Counselor ☒ Social Worker 	fall/spring	☒ Teacher reports to LE Administrator	☒ Percentage of families represented	☒ General Funds
Parent University (fall and spring)	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Lincoln Staff ☒ Community Members 	fall/spring	☒ Participant registration forms	☒ Number of people attending – informal feedback	<ul style="list-style-type: none"> ☒ Title funds ☒ PTA funds
Math Facts parent connection (1-4)	☒ Classroom Teachers	Various times per school year	☒ Math fact folders or wallets	☒ Parents sign-off on math fact folders or wallets	<ul style="list-style-type: none"> ☒ General fund ☒ PTA funds ☒ Title funds
Grade level Math Content Standards available to parents	<ul style="list-style-type: none"> ☒ LE Administrator ☒ Certified Staff ☒ Title I Teacher 	'09-'10 school year	☒ Parent Resource Network	<ul style="list-style-type: none"> ☒ Pamphlets ☒ LE Newsletter 	☒ Title I Funds

Professional Development

Lincoln Elementary staff will continue to be engaged in a variety of activities emphasizing the two identified goals. During the 2009-10 school year, the staff development focus will center around reading assessments and interventions. Additionally, staff will attend appropriate national, state, and regional conferences that will support the school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. A mentor is assigned to each new staff member in our building. The mentor will assist new teachers with the curriculum mapping process, building expectations and routines, electronic attendance and grading, locating materials, etc. Finally, Lincoln's professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

Staff Development Calendar 2008-09

August 15	New Teacher Orientation 8:00am-11:30am @ CHS Commons Area
August 18	Lincoln Elementary All-Staff Meeting 8:00am-9:30am Murray Banks Presentation 10:00am-3:00pm JFAC @ NSU
August 19	Back to School Welcome 8:00am-11:00am @ CHS Theatre
	Individual/Collaborative Planning 12:00pm-3:30pm
	SPED Inservice 2:00pm-3:30pm
August 20	First Day of School
	Individual/Collaborative Planning 12:30pm-3:30pm
October 14	Building Data Retreat 8:00am-11:30am
	Individual/Collaborative Planning 12:30pm-3:30pm
November 26	School in Session
	Individual/Collaborative Planning
January 19	State of the District Address 8:00am-10:00am @ CHS Theatre
	Individual/Collaborative Planning
February 13	Elementary Science Presentations TBA
February 27	Classroom Instruction that Works with ELLs 8:00am-11:00am
	Individual/Collaborative Planning
March 12	Classroom Instruction that Works with ELLs 8:00am-11:00am
	Individual/Collaborative Planning
April 9	Kindergarten Open House/Grade Level Meetings
	Individual/Collaborative Planning
May 21	Last Day of School
	Individual/Collaborative Planning

2009-10
Staff Development Schedule

August 20	8:00 a.m.- 12:00 p.m. Building Meetings
	1:00 p.m. – 3:30 p.m. Individual/Collaborative Planning
August 21	8:00 a.m.-10:00 a.m. Welcome Back to School @ CHS Theatre
	10:00 a.m.-3:30 p.m. Effective Instructional Strategies presentation by Dr. Ed Porthan
August 24	8:00 a.m.-11:30 a.m. First Day of School
	12:15 a.m.-3:30 p.m. Individual/Collaborative Planning
October 12	8:00 a.m.-10:30 a.m. Building Data Retreat
	10:30 a.m.-3:30 p.m. Individual/Collaborative Planning
November 25	8:00 a.m.-11:30 a.m. School in Session
	12:15 a.m.-3:30 p.m. Individual/Collaborative Planning
January 4	8:00 a.m.-10:00 a.m. State of the District CHS Theatre
	10:00 a.m. – 11:30 p.m. Building Blocks of Reading Overview CHS Theatre
	12:15 a.m.-3:30 p.m. Individual/Collaborative Planning
January 18	8:00 a.m.-11:00 a.m. Grades K-2 Diagnostic Assessments for Struggling Readers
	12:30 p.m.-3:30 p.m. Grades 3-5 Diagnostic Assessments for Struggling Readers
February 19	8:00 a.m.-11:00 a.m. Grades K-2 CORE Reading Assessments
	12:30 p.m.-3:30 p.m. Grades 3-5 CORE Reading Assessments
March 11	8:00 a.m.-11:00 a.m. Grades K-2 Online Reading Assessments
	12:30 p.m.-3:30 p.m. Grades 3-5 Online Reading Assessments
April 26	8:00 a.m.-11:30 a.m. To Be Announced
	12:15 a.m.-3:30 p.m. Individual/Collaborative Planning
May 21	8:00 a.m.-11:30 a.m. Last Day of School – if the creek don't rise, etc!
	12:15 a.m.-3:30 p.m. Individual/Collaborative Planning

Highly Qualified Staff

The Aberdeen School District has established procedures to attract highly qualified staff to deliver instruction in our schools. The District seeks highly qualified professionals from many sources such as, posting teaching positions extensively on the world-wide-web; targeting sites specially designed for teacher applicants; advertising locally and regionally in the newspapers; submitting postings to university career centers; and attending job fairs. The application process includes completing an application, checking references, and reviewing transcripts. All teachers and paraprofessionals at Lincoln Elementary School meet the definition of highly qualified. It is our District's policy to staff our schools only with teachers and paraprofessionals that meet that definition.

Parent Involvement in Education

Lincoln Elementary School parents were provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the Lincoln Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the Lincoln Elementary School Improvement Plan was discussed at PTA meetings, School Board meetings, and district-wide School Board listening sessions.

Lincoln Elementary offers two sessions of Parent Orientation in every classroom on the first day of school. Parent University (parent education and student activity) is conducted twice yearly.

Transition Processes

The registration process for incoming Kindergarten students begins in January at each elementary school. Parents are required to provide the school with the child's name, birth certificate, immunization records, and social security card to complete the registration process. In the spring, the Kindergarten Open House is held for registered students to introduce the parents and students to the teachers, classroom areas, and overall school building. At the start of the new school year, the teachers meet with parents to provide them with information regarding the expectations for Kindergarten. Students begin the year by attending school in small groups to become better acquainted with their environment and daily schedule.

In the early spring, transition activities for fifth graders moving to the middle school begin with a visit from the middle school principal. During this session, the principal provides an overview of the middle school experience and distributes registration materials. Later in the spring, fifth grade students visit and tour the middle schools. The program includes musical entertainment, a school tour, snacks, and small group discussion time with eighth grade student leaders. Also, late spring, the middle school Improv Troupes visit fifth grade classrooms to present scenes that prompt further discussion of middle school issues.

New students are welcomed to their designated middle school with an orientation provided by the school counselor and/or representatives of the student council. Periodically, new student groups are formed to provide students with an opportunity to meet other new students and express their concerns in a small group setting.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents or teachers. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include after school tutoring, behavior management plans, an outside mentor, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

If problems tend to persist, the student may be referred to the Student Needs Team (SNT) for formal evaluation of academic and/or psychological needs. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

The School Improvement Committee will follow-up after the October 12, 2009 Building Data Retreat to review the updated data and make adjustments to the 2009-2010 plan and will meet as needed throughout the school year. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

Fiscal Requirement

As this plan is implemented resources will be available to building teams. Release time will be provided for building teams to meet to review their current school improvement plan, review their school's data and to add new strategies to use for instructional purposes.

District-level administrators will be available to meet with school teams to support the development of school or student improvement plans and also to model effective instructional strategies in the classroom.

School curriculum and supplemental materials will be purchased according to the district curriculum adoption cycle. If additional support materials must be purchased, individual schools may use their building financial allocations to purchase those items.

Financial Resources Available:

Building Level-

- General fund and capital outlay fund allocations
- Special Education allocations for resource rooms and also financial support for after school tutoring

District Level-

- Title I and Title IIA funds for staff salaries
- Title IV allocations for after school tutor coordinator
- Title I and general funds for extended school day tutoring program

Ongoing Program Development

The school improvement plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is a two-year document requiring periodic evaluation to assess progress. The plan was written within three months of identification for state-mandated school improvement. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs. A log will be kept on file of the periodic reviews and revisions.

The improvement plan will be presented to the Aberdeen School Board for final approval in December of 2009. After board approval, the School Improvement Plan will be fully implemented. The school improvement plan will be shared with the staff, parents, and the public through the Aberdeen School District website and copies will be available in the school office for interested patrons.

The timeline below indicates the school improvement activities for the 2009-10 school year.

July 24	Preliminary school improvement status identified by the DOE
July 27	School improvement status and test scores presented to the school board
Completed by September 25	Building data compiled and team members identified
October 12	Building data retreats held with all staff members
Completed by October 23	Building leadership teams meet to refine goals and strategies
Completed by October 23	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
November 2	District school improvement meeting-conduct peer reviews of building plans
November 6	Building school improvement plan revisions due back to the Assistant Superintendent
November 9	School improvement plans submitted to school board for first reading
November 23	School improvement plans submitted to school board for final approval
Completed by January 30	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 26	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary