



Lincoln High School 2019-2020 School Improvement Plan

**P.L. 221 Plan
Revised April 2019**

**Western Wayne Schools
Cambridge City, IN**

Mission- *Nurturing* powerful LEARNERS to discover their paths while *equipping* them to meet the demands of a successful future.

Vision- At Western Wayne Schools we envision schools where:

1. Students move on with a plan for the future and have the tools they need to follow through with that plan.
2. Students understand that they are the learner, they know how to learn, and they have the inclination to do so.
3. Students make extraordinary growth.
4. Our schools are places students and staff want to be.
5. Our district is trusted by the community.
6. Individuals recognize and accept their responsibility as contributing members of a successful learning community.

School Profile

The Western Wayne School community is located at the intersection of historic U.S. 40 (the old “National Road”) and Indiana State Road 1, three miles south of Interstate 70. The community houses the Huddleston Farmhouse Museum, the home of Civil War General Solomon Meredith, and was the home of the Overbeck family, world-renown for their ceramics and painting. The Western Wayne School area includes Jackson and Washington townships in the southwest corner of Wayne County. Cambridge City is the largest town in the area, surrounded by Mt. Auburn, Dublin, Pershing, and Milton. Most residents work in nearby Connersville, New Castle, or Richmond. A few small factories and locally owned businesses are in Cambridge City.

Lincoln High School has approximately 330 students enrolled in grades nine through twelve. The Indiana Academic Standards provide the structure for the academic curriculum for Lincoln High School courses. Lincoln High School is currently pursuing initiatives to empower students to be lifelong learners through the use of classroom technology. High ability and special needs opportunities are also provided where they are needed, including multiple opportunities for AP and dual credit. Several student opportunities available at Lincoln High School are: student council, band, choir, FFA, and BPA. Lincoln High School also has a strong sense of helping the community through clubs like Lincoln Teens and Key Club.

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Waivers

Lincoln High School is not applying for any waivers with the Indiana Department of Education.

Title I Status

Lincoln High School does not have Title I status.

Description and Location of Curriculum

The curriculum for Western Wayne Schools is aligned to state standards and is located in the offices of each principal and the superintendent as well as with each teacher.

Assessment Instruments

ISTEP+ is a statewide summative assessment given in the spring of each school year to students in grades 3-8 and 10.

NWEA is a voluntary state sponsored assessment given three times per year to students in grades 3-10. The purpose of this assessment is to measure students academic growth and determine students' approximate level of achievement.

Opportunities to Increase the Amount of Learning Time

The following are opportunities offered at Lincoln High School

- Study tables for students who are at risk of failure or are falling behind in class.
- After school math tutoring is offered to all students

Plan to Attract Highly Qualified Teachers

Positions are posted on the corporation website, on the IDOE website, at I.U. East and Ball State University, and in each of the WWS school buildings.

Highly Qualified Teacher Status

Teacher Name	Highly Qualified
Beth Bowman, Choir	100 points on HOUSSE
MacKenzie Cox, Math	Praxis
Ben Crawford, Science	Praxis
Kelly Dungan, Science	100 points on HOUSSE
Amy Engle, Math	100 points on HOUSSE
Gary Geyer, English	100 points on HOUSSE
Emily Grizzell, Art	Praxis
Rachel Hall, Spanish	100 points on HOUSSE
Gary Hoeing, Special Education	100 points on HOUSSE

Daniel Jackson, Band	Praxis
Thomas Kelsey, Machine Trades	100 points on HOUSSE
Bonita Klein, Business	100 points on HOUSSE
Rodney Klein, Physical Education/Health	100 points on HOUSSE
Kaitlyn Lacey, Agriculture	Praxis
Traci Linde, Science	100 points on HOUSSE
Sarah Masters, Math	100 points on HOUSSE
Brad Miller, Social Studies	Praxis
Joy Miller, English	100 points on HOUSSE
Adam Obringer, Math	Praxis
Pam Overbay, Library	100 points on HOUSSE
Brandon Pennington, Social Studies	100 points on HOUSSE
Phil Renforth, Social Studies	100 points on HOUSSE
Jeff Riggle, Auto Mechanics	100 points on HOUSSE
Greg Sidner, Science	100 points on HOUSSE
Garrett Singer, Business	Praxis
Rachel Ramer, English	Praxis
Christine Watkins, Special Education	100 points on HOUSSE

Coordination/Integration of Funding

Federal, state, and local funding is coordinated and integrated at the corporation and building levels. State supported professional development grant money is used to send teachers to workshops, purchase professional resources such as books, and to bring presenters into the school. The general fund supports teachers through purchase of resources that are used in the implementation of the school improvement plan.

Plan for Submission

The schoolwide planning committee is composed of the following members:

- Renee Lakes – Principal
- John Engle – Assistant Principal
- Brandon Pennington – Social Studies Teacher
- Bonita Klein – Business Teacher
- Rodney Klein – PE/Health Teacher

- Rachel Hall – Spanish Teacher
- Joy Miller – English Teacher
- Greg Seidner - Science Teacher
- MacKenzie Cox - Math Teacher
- George Philhower – Assistant Superintendent

The school-wide planning committee drafts the plan based on data and scientifically based research strategies and gets feedback from staff periodically as the plan is developed. The final draft is approved by staff in April and submitted to the superintendent by May 1st. The superintendent reviews the plan and returns it to Lincoln High School for revisions. The plan is submitted by May 1st for review by the district school board.

Attendance Rate

Lincoln High had an attendance rate of 94.3% during the 2014-2015 school year. Regular attendance at Western Wayne Schools is important to the success of every child. It is the responsibility of both the student and parent to establish good school attendance practices. Any student absence must be for a valid reason, and the school needs to be notified of that reason. Notification can be made by phone and must be received by the school before 9:00 a.m. the day of the absence, or by a note from the parent/guardian on the day of return stating the reason for the absence.

Below you will find the revised attendance policy for the 2017-2018 school year that was created to address the low attendance rate.

An absence is defined as any instance when a student misses 15 minutes or more of a given class period. Students may only be absent five (5) days per semester from any given class period.

Absences are classified into three categories:

Countable Unexcused

Countable unexcused absences count toward the 5 day limit per semester and include but are not limited to...

- If a parent does not call or send in written notification to explain the absence within 24 hours it is unexcused.
- car trouble.
- a late ride.
- missing the bus.
- babysitting.
- oversleeping.

Countable Excused

Countable excused absences count toward the five (5) day limit per semester and include but are not limited to...

- illness which does not require a doctor's care
- family trips or vacations.
- if a parent fails to call the school or provide written verification within 24 hours of the absence to excuse an absence, the excused absence becomes unexcused.

Non-Countable

Excused absences which do not count toward the five (5) day limit per semester and include but are not limited to...

- 4H fair
- Field trips (Dairy bar)
- personal illness which requires a doctor's care, doctor's note required.
- death of member of the immediate family.
- required religious observance.
- medical or dental appointment, doctor's note required.
- service as a page or honoree in the Indiana General Assembly, written documentation required.
- civil service such as being a witness or a party in a judicial proceeding including required court appearances, written documentation required.
- helping a political candidate or a political party, written documentation required.
- serving National Guard duty.
- prearranged college visitation.
 - Limited to 1 junior year and 2 senior year visits
 - A Prearranged College Visit form must be on file a minimum of 5 school days prior to the absence to be considered non-countable.

Safe Learning Environment

1. Establish a Safe School Committee

The Lincoln High School Safe School Committee consists of the following people and meets on an as needed basis:

- o Renee Lakes – Principal
- o John Engle – Assistant Principal
- o Rob Bills -- Athletic Director
- o Bruce Moles -- Resource Officer
- o Kelly Dungan -- Science Teacher
- o Tim Skillman -- Social Studies Teacher
- o Tim Beatty -- Health / PE / Keyboarding Teacher
- o Tom Kelsey -- Machine Trades Teacher
- o Jeff Riggle -- Automotive Mechanics Teacher
- o Christine Watkins - Special Education Teacher

Bullying Policy

The School Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse as provided herein. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. Engaging in bullying behavior through the use of data or computer software that is accessed through a computer, computer system or computer network also is prohibited. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.

Definition

"Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts

committed; aggression; 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 targeted student, creating for the targeted student an objectively hostile school environment that:

- A. places the targeted student in reasonable fear of harm to his or her person or property;
- B. has a substantially detrimental effect on the targeted student's physical or mental health;
- C. has the effect of substantially interfering with the targeted student's academic performance; or
- D. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as race, sex, color, national origin, marital status or disability. It includes, but is not limited to, such behaviors as stalking, intimidation, menacing behavior, coercion, name-calling, taunting, making threats and hazing. It also includes the use of digital or electronic communications to engage in such behaviors.

Bullying does **not** include:

- A. participating in a religious event;
- B. acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
- C. participating in an activity consisting of the exercise of a student's freedom of speech rights;
- D. participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
- E. participating in an activity undertaken at the prior written direction of the student's parent; or
- F. engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Applicability

The School Corporation prohibits bullying in all forms. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school. Additionally, this policy may be applied regardless of the physical location in which the bullying behavior occurred, whenever the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the School Corporation and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment. The School Corporation prohibits bullying through the use of data or computer software that is accessed through any computer, computer system, or computer network.

Education

Not later than October 15 of each year, all students (grades 1-12) shall receive research based, age appropriate instruction and information on anti-bullying and bullying prevention measures. At least annually, School Corporation employees, contracted service providers and volunteers who have direct, ongoing contact with students shall receive training concerning the school's bullying prevention and reporting policy.

Reporting

Anyone who believes that a student has possibly been or is the victim of bullying is encouraged to **immediately** report the situation to an appropriate staff member such as a teacher, school counselor, or administrator (including the Superintendent). All staff (including volunteers and contracted service providers) who observe or receive a report of suspected bullying shall **immediately** notify a designated school administrator in charge of receiving reports of suspected bullying. If a staff member does not know who to make a report to, s/he should report directly to the building principal or Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Bullying reports to the Department of Child Services and/or law enforcement must be made as required by law, such as when a staff member believes that a student is the victim of abuse or neglect. Any person who makes a report of bullying and requests to remain anonymous will not be personally identified as the reporter or complainant to extent permitted by law. The School Corporation will act appropriately to discipline staff members who fail to initiate or conduct an investigation of a bullying incident and for persons who falsely report an incident of bullying.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and making intentionally false reports may result in disciplinary action as indicated above.

Investigation

Once a report of suspected bullying is received by the designated school administrator, an expedited investigation shall follow. The investigation should be facilitated by the designated school administrator or other appropriate school staff. Information relating to the investigation will be gathered using means including, but not limited to: witness interviews, request for written witness statements, record identification and review, and an assessment of whether bullying occurred. The investigation will be initiated within one (1) business day of the report to the designated school administrator and will ordinarily be completed within thirty (30) calendar days. If during an investigation of reported acts of bullying and/or harassment, the investigator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion or disability, the investigator will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy **5517** - Anti-Harassment.

Intervention/Responses

If a report of suspected bullying is substantiated through an investigation, then the School Corporation shall take appropriate intervention and responses as consistent with policy and procedure. The School Corporation will take prompt and effective steps reasonably calculated to stop the bullying, remedy the bullying, and prevent the bullying from recurring. Interventions and responses include, but are not limited to: separating the bully and the target; follow-up school counseling for the target; bullying education for the bully; and prompt disciplinary action against the bully. These steps should not penalize the target of the bullying. Disciplinary actions against the bully may include, but are not limited to: suspension and expulsion for students; discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any office for governing body members. Also, if the acts of bullying rise to the level of criminal offense the matter will be referred to law enforcement.

Parental Involvement

Parents are encouraged to be involved in the process of minimizing bullying. Parents should report suspected acts of bullying to an appropriate school official. In addition, parents of students suspected of bullying will be notified with a phone call or through other appropriate means of communication. Conversely, parents of students suspected of being the target of acts of bullying will also be notified with a phone call or through other means of appropriate communication. Parent notification will occur in an expedited manner within one (1) business day after the designated school administrator receives the report of suspected bullying. Parents of students who are disciplined for acts of bullying will be involved in the disciplinary process consistent with the law and School Corporation policy.

I.C. 5-2-10.1, 20-20-8-8, 20-30-5-5.5, 20-33-8-0.2, 20-33-8-13.5, 20-34-6-1

At Home Participation in the School

Lincoln High School initiated a 1:1 initiative in the fall of 2014. Because students can take their devices home students and families are able to access most learning resources anytime, anywhere. Our 1:1 initiative also allows multiple avenues for students and families to communicate with school personnel. A Twitter hashtag has also been created in order to connect with families and the community.

Lincoln High School provides individual academic assessment results to parents by sending the following results home through the mail:

- ISTEP+ results are mailed home after they are received
- NWEA results are mailed home with semester report cards twice per year

Cultural Competency

All staff members participate in cultural competency professional development annually. This professional development is designed to increase awareness and identify the impact the cultures of the children in our school have on how we educate them.

Technology and Professional Development

In the fall of 2014 Lincoln High School initiated a 1:1 project that provided technology to all students to use at home and at school. Beginning in 2012, many professional development initiatives have revolved around technology. Professional development has been provided to support teachers as they utilize Google's suite of educational tools as well as many other technology related learning tools.

Responsibilities of School, LEA, and SEA

The responsibilities of the School are to change the curriculum when it is determined that the curriculum is not effective in improving the school. The school also has the responsibility to hire highly qualified teachers and staff members to ensure the success of the students. The school also does multiple assessments to meet the individual needs of students to increase student achievement. The responsibilities of the LEA (Local Education Agency = School Corporation) are to monitor and support the implementation of the PL221 plan. The responsibilities of the SEA (State Education Agency = IDOE) are to provide oversight of all requirements and provide technical assistance to develop a school-wide plan and its subsequent implementation.

Data

LHS Graduation Cohort Status					
School Year	% Graduating	% 5th Year Senior	% Sp Ed Certificate	% Dropout	
2013-2014	85.60%	6.20%	0%	7.20%	
2014-2015	81.30%	12.00%	0%	6.70%	
2015-2016	86.40%	9.90%	1.20%	2.50%	
2016-2017	93.70%	2.50%	1.30%	1.30%	
School Year	# of Students Graduating	# of 5th Year Seniors	# with Sp Ed Certificate	# of Dropouts	Total in Original Cohort
2013-2014	83	7	0	7	97
2014-2015	61	9	0	5	75
2015-2016	70	8	1	2	81
2016-2017	74	3	1	1	79
2017-2019	76			24	100

LHS Graduation Rate Data			
School Year	Graduation Rate	Number of Students in Original Cohort	Number of Students Graduating in 4 Years
2013-2014	85.60%	97	83
2014-2015	81.30%	75	61
2015-2016	86.40%	81	70
2016-2017	93.70%	79	74
2017-2018	76%	100	76

School Year	# Graduating	# Should not be in Cohort	# Did not graduate	# Still in school	# In cohort	Actual Grad Rate
2017-2018	76	17	5	2	83	92%

LHS NWEA Student Growth			
Fall 2015 to Spring 2016 Math			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	36%	25	69
Grade 10	64%	47	74
Total	50%	72	143
Spring 2016 to Spring 2017 Math			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	75%	47	63
Grade 10	71%	36	51
Total	73%	83	114

Spring 2017 to Spring 2018 Math			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	73%	67	92
Grade 10	39%	30	80
Total	56%	97	172

Spring 2018 to Spring 2019 Math			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9			
Grade 10			
Total			

LHS NWEA Reading Student Growth			
Fall 2015 to Spring 2016 Reading			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	38%	25	65
Grade 10	33%	24	73
Total	36%	49	138

Spring 2016 to Spring 2017 Reading			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	50%	30	60
Grade 10	52%	33	63
Total	51%	63	123

Spring 2017 to Spring 2018 Reading			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	69%	46	83
Grade 10	55%	62	90
Total	62%	108	173

Spring 2018 to Spring 2019 Reading			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9			
Grade 10			
Total			

LHS NWEA Language Student Growth			
Fall 2015 to Spring 2016 Language			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	33%	22	67
Grade 10	39%	26	67
Total	36%	48	134
Spring 2016 to Spring 2017 Language			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	47%	29	62
Grade 10	47%	30	64
Total	47%	59	126

Spring 2017 to Spring 2018 Language			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9	64%	57	89
Grade 10	50%	43	86
Total	57%	100	175

Spring 2018 to Spring 2019 Language			
Grade Level	% Meeting Growth Target	# Meeting Growth Target	# Tested
Grade 9			
Grade 10			
Total			

HS ISTEP 10 Data									
Year	% Passing Math	# Passing	# Tested	% Passing ELA	# Passing	# Tested	% Passing Both	# Passing	# Tested
2015-2016	18.80%	15	78	36.10%	30	83	15.00%	12	80
2016-2017	16.00%	12	75	67.60%	50	74	14.90%	11	74
2017-2018	10.8%	11	75	46.7%	40	75	12%	9	75

LHS Attendance and Enrollment Data						
Grade Level	# of Students Enrolled by Year					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 9	73	93	83	80	71	78
Grade 10	74	79	90	84	76	73
Grade 11	69	75	75	83	76	73
Grade 12	102	74	84	84	89	83
Total	318	321	332	331	312	307
Grade Level	Attendance Rate by Year					
	2013-2014	2014-2015	2015-2016	2016-2017		
Grade 9	94.50%	94.80%	94.10%	96.00%		

Grade 10	93.40%	94.70%	93.70%	93.20%		
Grade 11	95.70%	93.80%	94.50%	92.70%		
Grade 12	92.60%	93.80%	92.70%	91.80%		
Total	93.90%	94.30%	93.80%	93.40%		

Diploma Type

Cohort	General	CORE 40	Honors
Class of 2012	22.2%	43.2%	34.6%
Class of 2013	34.7%	25.3%	40.0%
Class of 2014	24.1%	37.3%	38.6%
Class of 2015	23.0%	36.1%	41.0%
Class of 2016	31.4%	35.7%	32.9%

	LHS Student Participation in Extra Curricular Activities				
	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Overall LHS
% Completing Survey	89% (75/84)	68% (57/75)	67% (49/73)	35% (24/68)	68% (205/300)
% Participating in ECA	65% (55/84)	58% (44/75)	60% (44/73)	26% (18/68)	54% (161/300)

Parent Involvement - A survey will be conducted this spring in order to gain feedback on the current practices of our school. A means for measuring parental involvement will be established during the 17-18 school year.

	% Completing	# Completing	# of Possible
% Completing the Survey	37%	188	503

Instructional Audit- Instructional audits will be collected once we establish teaching strategies that we will be focusing on.

Principal walk-through: There is an increased focus on conducting consistent walk-throughs the 2015-2016 school year and administrative visibility in general. General (not teacher specific) data collected during classroom visits will be organized in order to determine areas of strength/need.

<u>STRENGTHS</u>	<u>CHALLENGES</u>
<ul style="list-style-type: none"> ● A staff of caring, highly qualified teachers ● ECA scores were higher than previous years ● Stronger scores in latest math NWEA results ● 73% of students in grades 9-10 met their growth target on NWEA math. This is a 23% increase over the previous year. ● 51% of students in grades 9-10 met their growth target on NWEA reading. This is a 15% increase over the previous year. ● 47% of students in grades 9-10 met their growth target on NWEA Language. This is an 11% increase over the previous year. ● Our attendance rate is holding firm at 93-94% each year. 	<ul style="list-style-type: none"> ● Only 51% of students in 9-10 grades met their growth target in math on NWEA in 2016-2017. ● Only 47% of students in 9-10 grade met their growth target in Language in 2016-2017. ● LHS is declining in enrollment. We have declined 19 students from 2016-2017 to 2017-2018.

Analysis of Comprehensive Needs Assessment

After carefully analyzing data collected from several different sources including a self-evaluation using Advanced Ed's diagnostic rubric, we decided to focus our efforts during the next year on establishing a structure that will enable continuous improvement. While we want to see improvement in all of the data presented above, we realized that sustainable and ongoing improvement will not be possible unless our initial action steps establish the much needed structure. Once this has been established our next steps will be to re-examine our data to look for more specific, data-driven, measurable goals that we will work towards. We anticipate these conversations beginning in the fall, 2016.

Goals Overview

Goal #1- By 2022 95% of Western Wayne students will graduate within four years.

- 91% by 2018
- 93% by 2020
- 95% by 2022

Vision statement #1

Students move on with a plan for the future and have the tools they need to follow through with that plan.

Goal #2- By 2018 100% of Western Wayne graduates will leave our district with a written plan for their future.

Vision statement #1

Students move on with a plan for the future and have the tools they need to follow through with that plan.

Goal #3- Beginning with the class of 2018, Western Wayne Schools will determine the percentage of students who are in college, military, or vocation of choice within one year of graduation data. After baseline data is collected for the class of 2018, benchmarks will be set.

Vision statement #1: Students move on with a plan for the future and have the tools they need to follow through with that plan.

Goal #4- By 2022 85% of Lincoln High School students in grades 9 and 10 will meet their spring-spring NWEA growth target.

- 60% by 2018
- 75% by 2020
- 85% by 2022

Vision statement #3: Students make extraordinary growth.

Goal #5- During the 2017-18 school year non-academic learning intentions will be developed for each grade level as a pathway towards a graduate profile. Once these are developed a goal will be established, with the vision of 100% of graduates being proficient in these areas.

Vision statement #3: Students make extraordinary growth.

Goal #6- By 2022 Lincoln High Schools will have a 97% student attendance rate.

- 96.0% by 2019
- 96.5% by 2020
- 97.0% by 2022

Vision statement #4: Our schools are places students and staff want to be.

Goal #7- By 2022 95% of Lincoln High School students will participate in an extracurricular activity.

- Baseline data will be gathered during the 2017-18 school year.

Vision statement #4: Our schools are places students and staff want to be.

Goal #8- By 2022, 90% of students, 90% educators, and 80% parents will respond favorably on the AdvancedEd survey about their school.

	Students	Educators	Parents
2018	75%	75%	65%
2020	80%	80%	70%
2022	90%	90%	80%

Vision statements #2, 4, 5, and 6

#2 Students understand that they are the learner and they know how to learn and have the inclination to do so.

#4 Our schools are places students and staff want to be.

#5 Our district is trusted by the community.

#6 Each individual sees themselves as an owner in the process of becoming a successful learning community and actively contributes to that success.

Goal #9- By 2022 55% of parents will participate in the school climate survey about their school.

- 30% by 2019
- 50% by 2021
- 55% by 2022

Vision statements #5: Our district is trusted by the community.

3 Year Strategic Action Plan

School: Lincoln High School			Focus Area: Graduation and Future Plan				
Goal: By 2022 95% of Western Wayne students will graduate within four years and 100% will leave our district with a written plan for their future.							
Benchmark: <u>Year 1 Goal:</u> By Spring of 2018, 91% of Western Wayne students will graduate within four years and 100% will leave with a written plan for their future. <u>Year 2 Goal:</u> By Spring of 2019, 92% of Western Wayne students will graduate within four years and 100% will leave with a written plan for their future. <u>Year 3 Goal:</u> By Spring of 2020, 93% of Western Wayne students will graduate within four years and 100% will leave with a written plan for their future.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Aug. 2018	Incorporation of a visit to a college campus at each grade level.	Principal and Counselors	Aug. 2018	Create a list of possible ideas to make this happen.	School Improvement team.	Documented list of all trips and which college campuses were visited each semester.	
Notes: <ul style="list-style-type: none">• We could expand College Go Week to include a few more activities.• We could also include a virtual college tour for those grade levels that don't already do a college trip.• We could invite Lincoln Alumni to come and talk to the students about their college, trade, or job.• We could arrange for the 11th and 12th grades to do college visits to local colleges during ISTEP testing.							
Jan. 2018	Develop the Champion program to help develop the plan with the student.	Principal and Teachers	Aug. 2018	We will continue to monitor how this is going through our PLC meetings.	Principal	Teachers will keep a file of their Champion forms and plans. The forms will be reviewed by the principal quarterly.	Decreased number of students failing to earn credits at the end of the semester.
Notes: <ul style="list-style-type: none">• This was implemented in January of 2018 and is going well. The SIT feels we need to continue on the track we are on and expand upon it in the 2018-2019 school year.• Students will keep the same Champion from 6th grade through 8th grade when possible and from 9th through 12th grade when possible. The Champion will also be asked to hand students from their groups their diploma at graduation.							
Aug. 2018	Model examples of Lincoln Alumni who are successful.	Principal and committee of teachers.	Aug. 2018	We will need to make the staff aware of this so they can submit names for the models.	Principal	We will have a "Wall of Fame" with a display of each of the Alumni we choose to highlight.	Increased awareness in students of what jobs and careers are available. This will be obvious in their plans for after graduation.
Notes: <ul style="list-style-type: none">• We already have one teacher who is willing to take this project on to start creating the "Wall of Fame" as well as list of a couple of alumni to highlight first.							
May 2018	Give students their transcript each semester	Principal	May 2018	We will need to train the staff on how to teach the students how	Principal	We will have record that we did in fact give the students their transcripts.	This will increase awareness of progress

				to read a transcript and how to make sure it is accurate.			towards graduation.
Notes: <ul style="list-style-type: none"> For Middle School students we will talk to them about what a transcript is and what happens when they don't pass a class in High School. We will start a data wall highlighting students who earned all A's and B's each quarter for students, especially middle school students. We would also like to investigate the possibility of printing the current cumulative GPA and class rank on the report cards. 							
Aug. 2019	Have students track their progress toward graduation in a portfolio or folder.	Principal and the School Improvement Team	Aug. 2019	The SIT will develop a draft of what the portfolio will include and get feedback from the staff. Then we will need to be sure we have a protocol for using it so all teachers use it the same way.	Principal and The SIT	We will have a portfolio for each student in grades 6-12.	Increased number of students earning credits on the first attempt and reaching their growth goals on NWEA due to goal setting strategies.
Notes: <ul style="list-style-type: none"> We will use the portfolio that is currently used at WWES and in EPLA as a starting point. There will be a folder for each student grades 9-12 that will be kept by the Champion. We will spend the 2018-2019 school year developing the portfolio and the logistics of how it will work with full implementation set for August of 2019. 							
Aug. 2018	Train teachers on the different diploma types and pathways.	Principal	Aug. 2018	We will have an inservice with teachers to train them on the graduation pathways and different credit requirements.	Counselors	Documentation of the inservice and follow up trainings.	Teachers will be better able to assist students with course selections and pathway courses and experiences.
Notes: <ul style="list-style-type: none"> Teachers will need to understand the current graduation requirements as well as the new graduation pathways. 							
Aug. 2018	Post credit requirements in all classrooms starting in 6th grade.	Principal, Counselors, and Teachers		No real PD is needed for this one because the one above covers it.		Documentation of the posting in each classroom 6-12.	Increased awareness of graduation requirements.
Notes: <ul style="list-style-type: none"> The principal and the counselors will create the document that needs to be posted and have the business lab help with printing. 							

School: Lincoln High School			Focus Area: Student Attendance				
Goal: By 2022 Lincoln High Schools will have a 97% student attendance rate.							
Benchmarks: Year 1 Goal: By Spring of 2018, the student attendance rate at LHS will increase to 96%. Year 2 Goal: By Spring of 2019, the student attendance rate at LHS will increase to 96.5%. Year 3 Goal: By Spring of 2020, the student attendance rate at LHS will increase to 97%.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Aug. 2019	Have students track their attendance and the reason for the absence in a portfolio or folder.	Principal and Teachers	Aug. 2019	Training on the attendance laws and our procedures with attendance.	Principal	Documentation of training and the student portfolios.	Increased attendance rate.
Notes: <ul style="list-style-type: none">This will be a part of the development of the portfolio from goal #1.							
May 2018	Add contacting DCS and the prosecutor to our list of procedures for attendance issues.	Principal	May 2018	We need to update our attendance procedures and documentation to include these two things.	Principal	Documentation of DCS calls and calls to the prosecutor.	Increased attendance rate.
Notes: <ul style="list-style-type: none">We need to be sure to document home visits as well and include the SRO on the home visits whenever possible.							

School: Lincoln High School			Focus Area: Student Achievement				
Goal: By 2022 85% of Lincoln High School students in grades 9 and 10 will meet their spring-spring NWEA growth target.							
Benchmarks:							
<u>Year 1 Goal:</u> By the Spring of 2018, 60% of Lincoln High School students in grades 9 and 10 will meet their spring-spring NWEA growth target.							
<u>Year 2 Goal:</u> By Spring of 2019, 67% of Lincoln High School students in grades 9 and 10 will meet their spring-spring NWEA growth target.							
<u>Year 3 Goal:</u> By Spring of 2020, 75% of Lincoln High School students in grades 9 and 10 will meet their spring-spring NWEA growth target.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Aug. 2018	Create some type of immediate celebration or incentive for growth on the test.	Principal and Teachers	Aug. 2018	Training on how to find the students' individual growth goal.	Principal	Documentation of student celebration.	Increased number of students meeting their growth targets on NWEA.
Notes: <ul style="list-style-type: none">• We can also do a student data wall on those meeting growth targets.• We need to be sure that if Non-English and Math teachers are proctoring the test that they have access to the students previous scores and their growth targets.							
Aug. 2018	Do formal goal setting with all students based on NWEA.	Teachers	Aug. 2018	Training on how to set goals with the students as well as what their growth target is.	Principal and Math and ELA Teachers	Student goal setting worksheets	Increased number of students meeting their growth targets on NWEA.
Notes: <ul style="list-style-type: none">• We need to send the student data report for NWEA home with students after each administration of the test.							
Aug. 2019	Create and Implement a comprehensive vocabulary program based on Marzano's framework across all subject areas.	Principal and Teachers	Sept. 2018	Training on Marzano's Comprehensive Vocabulary.	Principal	Documented cognitive verbs posted in all classrooms as well as subject area vocabulary documented on each curriculum map.	Increased number of students meeting their growth targets on NWEA.
Notes: <ul style="list-style-type: none">• We have started by making the list of cognitive verbs from the standards in each subject area.							

School: Lincoln High School			Focus Area:				
Goal: Beginning with the class of 2018, Western Wayne Schools will determine the percentage of students who are in college, military, or vocation of choice within one year of graduation data. After baseline data is collected for the class of 2018, benchmarks will be set.							
Benchmarks:							
Year 1 Goal: Collect baseline data.							
Year 2 Goal:							
Year 3 Goal:							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
May 2019	Create a form for students to fill out prior to graduation to collect contact information and future plans from all graduating seniors.	Counselors and Senior Class Sponsors				A data base will be created to keep track of data.	Tracking how many students stick with their post graduation plan so we can better prepare them to make a plan and stick with it.
Notes: <ul style="list-style-type: none">By tracking this data we can hopefully see trends and better see what are the obstacles are keeping students from abandoning their plan. Once we know those obstacles hopefully we can address them.							

School: Lincoln High School			Focus Area: Student Achievement				
Goal: During the 2017-18 school year non-academic learning intentions will be developed for each grade level as a pathway towards a graduate profile. Once these are developed a goal will be established, with the vision of 100% of graduates being proficient in these areas.							
Benchmarks:							
<u>Year 1 Goal:</u> Non-academic learning intentions (Eagle Exemplars) will be developed.							
<u>Year 2 Goal:</u> Non-academic learning intentions (Eagle Exemplars) will be implemented on a voluntary and incentive based basis.							
<u>Year 3 Goal:</u> Non-academic learning intentions (Eagle Exemplars) will be implemented and required.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
March 2018	The list of key terms and the definiations that exemplify the skills we feel are necessary for all students as they enter the world.	WWS Admin Team	March 2018	The key terms and definations will be shared and explained with the faculty.	Principal	Faculty meeting notes and agenda.	
Notes: <ul style="list-style-type: none">This list as been generated and the words are Purpose, Communication, Collaboration, Wonder, Contribution, and Ownership.							
March 2018	Generate a list of activities that show understanding and word toward each key term.	Principal	March 2018	The staff will be asked to generate a list of activites and sort them in to the categories based on the key terms.	Principal	List generated.	
Notes: <ul style="list-style-type: none">This activity was done at the March 2018 facutly meeting. The admin team will now sort through those ideas and narrow the list down to present them to the faculty.							
August 2018	We will need to pubulicize the key terms and the activities to students and parents so they can start working on them.	Principal	August 2018	The staff will need to be trained on how to track the exemplars and to provide opportunities to students to earn them.	Principal	Faculty meeting notes and agenda	Students will start working on completing activities for each exemplar.
Notes: <ul style="list-style-type: none">							

School: Lincoln High School			Focus Area: School Culture				
Goal: By 2022 95% of Lincoln High School students will participate in an extracurricular activity.							
Benchmarks:							
Year 1 Goal: By the Spring of 2018, we will collect baseline data.							
Year 2 Goal: By Spring of 2019, we will increase participation in ECA's by 10%.							
Year 3 Goal: By Spring of 2020, we will increase participation in ECA's by 20%							
Objective:							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
March 2018	Create a Google Form to be sent to all students in grades 8-11 to survey kids on which ECA's they are involved in.	Principal	August 2018	Be sure that all the staff knows what ECA's we offer.		Survey Data	Increase awareness of all ECA and increase participation.
Notes:							
<ul style="list-style-type: none"> This data has been collected and will be added to the Data Section of this plan. 							
Fall 2018	Create an Activity Fair to highlight all the different clubs and activities and allow students to sign up for them.	Principal and Counselors					
Notes:							
<ul style="list-style-type: none"> 							

School: Lincoln High School			Focus Area: School Climate and Culture				
Goal: By 2022, 90% of students, 90% educators, and 80% parents will respond favorably on the school climate survey about their school.							
Benchmarks:							
<u>Year 1 Goal:</u> By Spring 2018, 75% of students, 75% educators, and 65% parents will respond favorably on the survey about their school.							
<u>Year 2 Goal:</u> By Spring of 2019, 80% of students, 80% educators, and 70% parents will respond favorably on the survey about their school.							
<u>Year 3 Goal:</u> By Spring 2020, 90% of students, 90% educators, and 80% parents will respond favorably on the survey about their school.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
May 2018	Be diligent about the appearance and appeal of our building.	All Staff	May 2018	Talk with the staff about picking up trash and taking care of our building. This includes turning in work orders for cleaning and maintance.	Prinicpal		
Notes: •							
August 2018	Tell the students why we as adults chose Lincoln.	Principal	August 2018	Collect information from teachers about why they chose Lincoln and create a display in the hall with the information.	Principal	The hallway display will be our evidence.	
Notes: • We have a staff member who is willing to help with the hallway display.							
February 2018	Add Surprise and Delight.	All Staff	March 2018	Encourage the staff to add Surprise and delight to lessons. Teachers will have the opportunity to develop lessons with surprise and delight to be highlighted at the faculty meeting.	Principal	Notes from faculty meetings and the list of lessons that were submitted.	
Notes: • Teachers were asked to submit a picture of the lesson and one sentence about it to the principal. • The idea was suggested that for the Middle School we take the More Than Words big idea for the month and highlight some students that exemplify the qualities of the big idea in addition to the student of the month.							

August 2018	Teachers will make positive communication home for students at least quarterly.	All Staff	August 2018	Administration will communicate the expectation that staff will make positive communication home quarterly.	Principal	Documentation of positive communication to parents.	
Notes: <ul style="list-style-type: none"> Use positive messages everywhere we can (like on tardy slips. We say positive things but we don't put them in writing. There is a school that puts positive messages by the clocks in the hallway. 							
Sept. 2018	Give teachers the opportunity to visit other classrooms.	Principal	Sept. 2018	Staff will learn about the learning walk process at a faculty meeting or a Wednesday morning PD session.	Principal	Learning walk data.	Staff will share ideas and learn from each other.
Notes: <ul style="list-style-type: none"> We discussed that we will try this in two ways. One is to get subs to cover them on period a day and the other is to have the staff use prep period to visit classes. One staff member mentioned the "observe me" movement on Twitter as a possible way to get teachers in each other's classrooms as well. 							
March 2018	Incorporate student choice and voice in our lessons	All staff	August 2018	Have professional development on how to give meaningful choices. We will also start an idea wall/data wall of different ideas of ways to give choices.	Principals	Documentation of the PD and the data wall.	Increased choices given in learning.
Notes: <ul style="list-style-type: none"> We have already started this to some degree. 							
January 2018	Establish a communication plan to be sure the staff is in the know.	Principal				Newletters and emails.	Staff survey.
Notes: <ul style="list-style-type: none"> The teachers expressed a need to be more in the know and have information about the school before the students and the community. 							

School: Lincoln High School			Focus Area: School Climate and Culture				
Goal: By 2022 55% of parents will participate in the School climate survey about their school.							
Benchmarks:							
<u>Year 1 Goal:</u> By 2019 30% of parents will participate in the school climate survey about their school.							
<u>Year 2 Goal:</u> By 2020, 40% of parents will participate in the school climate survey about their school.							
<u>Year 3 Goal:</u> By 2021, 50% of parents will participate in the school climate survey about their school.							
Strategies			Supporting Professional Development and Assessment				
Begin Date	Action Steps	Person(s) Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
July 2018	Have the survey as part of the registration process.	Principal				Data from the survey.	Data from the survey.
Notes: <ul style="list-style-type: none">We will need to have computers available at registration to access the survey.							
January 2019	Have the survey available at ECA events for parents to access and complete.	Principal				Data from the survey.	Data from the survey.
Notes: <ul style="list-style-type: none">We could announce that they can take it on thei phone or have computers available.We can also offer an insentive to do the survey.							
July 2018 and January 2019	Advertise the survey in the Western Wayne News and at the library.	Principal				Data from the survey.	Data from the survey.
Notes: <ul style="list-style-type: none">We also need to collect data on which families have internet access at home.							

Checkpoint

School: Lincoln High School			Focus Area: ELA and Math	
Goal:				
Formative Assessments In 2018-2019 school year	Interim Checkpoint #1 Deadline: October 2018	Interim Checkpoint #2 Deadline: January 2019	Interim Checkpoint #3 Deadline: April 2019	Interim Checkpoint #4 Deadline: August 2019
Impact Assessment <i>What are the student results?</i> ISTEP+ NWEA Implementation Assessment <i>Are we doing it?</i> Instructional Audit Learning Walks Walkthrough	Spring 2018 ISTEP 10 Data and ECA Data for the retakes.	Winter NWEA Data Discipline Data	Discipline Data Review of Faculty meeting notes and agendas.	Spring 2019 NWEA Data Discipline Data Review of Faculty meeting notes and agendas.
	Fall 2018 NWEA Data	Review of Faculty meeting notes and agendas.	Instructional Audit Data	Walkthrough Data Learning Walk Data
	Discipline Data	Review of intervention logs.		
	Review of Faculty Meeting notes and agendas.	Walkthrough data		
	Class of 2018 Graduation Rate	Learning Walk Data		
	Instructional Audit Data			

Resources

- Todd Whitaker, *What Great Teachers Do Differently*
- Doug Lemov, *Teach Like a Champion*
- Jim Fay, *School-wide Discipline Plan Without the Loopholes*
- Richard DuFour, *Raising the Bar and Closing the Gap*
- Robert Marzano, *Formative Assessment and Standards-Based Grading*
- Robert Marzano, *A Handbook for Highly Reliable Schools*

Timeline for Professional Development

Date	Title	Potential Provider
March 2018	Create the first draft of Eagle Exemplar activities in a faculty meeting.	Principal
August 2018	Guidelines for Champion Time	Principal
August 2018	Make staff aware of Lincoln Alumni Wall of Fame	Principal
May or August 2018	Training for teachers on how to teach students to read and interpret their transcript	Principal and Counselors
August 2018	Train staff on the graduation requirements and the new graduation pathways.	Principal and Counselors
August 2018	Set expectations with the staff on keeping up our building.	Principal
August 2018	Training on NWEA student goal setting.	Principal
August 2018	Create a list of why we as teachers choose Lincoln for a hallway display.	Principal
August 2018	Create expectation that all staff will make positive phone calls home quarterly.	Principal
September 2018	Training on Marzano Comprehensive Vocabulary program	Principal
September 2018	Train staff on how to complete a learning walk.	Principal
September 2018	In-service on making meaningful choices for learning.	Buddy Berry
August 2019	Develop a student portfolio with the SIT and present to faculty for feedback	SIT
August 2019	Train staff of current attendance laws and procedures.	Prosecutor or Principal