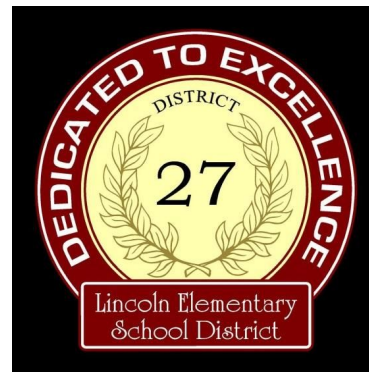2018-2019

School Improvement Plan

Lincoln Junior High School
Lincoln Elementary District #27

Michael T. Workman
Principal

Submission Date: January 10th, 2019

Preliminary Information			
RCTD Number:	380540270021001		
District Name:	Lincoln Elementary District #27	School Name:	Lincoln Junior High School
Superintendent:	Kent Froebe	Principal:	Michael Workman
District Address:	304 8th St.	School Address:	208 Broadway St.
City/State/Zip:	Lincoln, IL 62656	City/State/Zip	Lincoln, IL 62656
District Phone #:	217-732-2522	School Phone #:	217-732-3535
District Email:	kfroebe@lincoln27.net	School Email:	mworkman@lincoln27.net
Is this plan for a Title I School? **X Yes** No			

Vision
It is the vision of the Lincoln Junior High staff that all students at LJHS should be empowered to be creative, independent thinkers, equipped with the skills that will enable them to become lifelong learners and productive citizens.

Mission
The mission of Lincoln Junior High School is to meet the intellectual, social, physical, and emotional needs of all students through high standards of learning and the development of a sense of community and pride.

Beliefs
The LJHS community believes that all students are capable of learning. We have a dedicated and committed staff whose mission is to provide the highest quality of education possible for students. This is achieved best when the school is synchronized with students, parents, and community members.

Community Make-Up
The community of LJHS is primarily made up of middle class and low income families. The school is centrally located and is close to downtown businesses, police and fire departments, and residential neighborhoods.

Building Profile
Building Type: Lincoln Junior High is a multi-level building which houses students from 6th through 8th grade. This building contains 22 classrooms, a main office, conference room, gymnasium, cafeteria, library, STEM lab, storage areas, and an athletic field which is located across the street.

Unique Characteristics
As the only junior high in District #27, LJHS has the largest student population of any district school. We also conduct semester drawings where students can earn prizes/rewards for expected positive behavior. We are now a fully integrated 1-1 chromebook school and have installed a state-of-the-art STEM lab as well.

Student Make-Up:
The student population usually ranges between 340 and 370 students. The students attending LJHS are primarily white with a consistent population of minority students enrolled.

Demographics & School Information

	2011	2012	2013	2014	2015	2016	2017	2018
Attendance Rate %	93.9%	94.4%	93.3%	93.0%	93.0%	92.0%	91.2%	93.2%
Truancy Rate %	1.0%	1.0%	0.8%	1.0%	1.0%	1.3%	2.5%	3.8%
Mobility Rate %	11.9%	17.3%	17.5%	13.0%	13.0%	14.0%	10.2%	14.7%
School Population	382	378	375	391	395	409	391	365
Low Income %	46.9%	50.3%	60.5%	57.0%	62.5%	37.9	42.2%	43.8%
Limited English Proficient %	0.3%	0.3%	0.0%	>1.0%	0.3%	0.0%	0.0%	0.0%
Students with Disabilities %	16.0%	16.1%	15.2%	15.0%	15.7%	15.2%	15.1%	13.7%
White, Non-Hispanic %	91.1%	91.0%	88.0%	86.2%	88.4%	88.5%	91.6%	91.2%
Black, Non-Hispanic %	3.1%	3.2%	4.5%	3.8%	4.1%	5.4%	4.3%	4.9%
Hispanic %	1.0%	0.8%	1.1%	1.3%	0.8%	0.2%	0.0%	0.0%
Asian/Pacific Islander %	0.5%	0.3%	0.3%	0.8%	0.8%	0.5%	0.3%	0.0%
Native American or Alaskan Native %	0.5%	0.8%	0.5%	0.5%	0.3%	0.0%	0.0%	0.0%
Multiracial/Ethnic %	3.7%	2.8%	5.6%	7.4%	5.8%	5.4%	3.8%	3.3%

2018 Testing Information

	Percentage Meeting/Exceeding Standards	
Student Groups	**ELA**	**Math**
All	48.2%	30.3%
White	48.2%	30.8%
Black	46.8%	17.5%
Hispanic	-	-
Asian/Pacific Islander	-	-
Native American	-	-
Multiracial/Ethnic	54.5%	36.4%
LEP	-	-
Students with Disabilities	3.8%	7.7%
Economically Disadvantaged	37.0%	17.0%

Includes students enrolled as of 5/1/2018. Subgroups with fewer than 45 students are not reported.

Average Class Size	Enrollment	# of Teachers	Student Mobility
24	365	27	14.7%

Data & Analysis Students Meeting & Exceeding Standards on ELA State Tests

	Year	All	White %	Black %	Hispanic %	Asian %	Native American %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
School	2018	48	48	47	-	-	-	55	-	4	37
	2017	45	46	25	-	-	-	42	-	9	37
	2016	35	37	5	-	-	-	30	-	4	21
District	2018	48	48	47	-	-	-	55	-	4	37
	2017	45	46	25	-	-	-	42	-	9	37
	2016	35	37	5	-	-	-	30	-	4	21
State	2018	37	47	17	25	66	29	40	11	9	22
	2017	37	47	18	25	67	24	39	9	9	23
	2016	36	46	17	25	66	28	40	9	8	22

Student Race/Ethnicity

Data & Analysis Students Meeting & Exceeding Standards on <mark>Math</mark> State Tests

	Year	All	White %	Black %	Hispanic %	Asian %	Native American %	Multiracial/ Ethnic %	LEP %	Students with Disabilities %	Economically Disadvantaged %
Student Race/Ethnicity											
School	2018	30	31	18	-	-	-	36	-	8	17
	2017	28	29	6	-	-	-	36	-	3	21
	2016	26	26	10	-	-	-	30	-	2	13
District	2018	30	31	18	-	-	-	36	-	8	17
	2017	28	29	6	-	-	-	36	-	3	21
	2016	26	26	10	-	-	-	30	-	2	13
State	2018	32	41	11	20	66	24	34	11	8	17
	2017	32	41	12	19	66	20	34	12	8	17
	2016	31	39	12	20	64	23	33	12	8	7

Data & Analysis Students Meeting & Exceeding Standards on ==ELA== State Tests

	Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
ELA – By Grade Level							
S c h o o l	2018	-	-	-	40	39	63
	2017	-	-	-	40	44	52
	2016	-	-	-	37	19	50
D i s t r i c t	2018	-	-	-	40	39	63
	2017	-	-	-	40	44	52
	2016	-	-	-	37	19	50
S t a t e	2018	-	-	-	34	40	36
	2017	-	-	-	35	40	37
	2016	-	-	-	35	38	40

Data & Analysis Students Meeting & Exceeding Standards on ==Math== State Tests

	Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Math – By Grade Level							
S c h o o l	2018	-	-	-	24	25	39
	2017	-	-	-	25	23	37
	2016	-	-	-	19	25	34
D i s t r i c t	2018	-	-	-	24	25	39
	2017	-	-	-	25	23	37
	2016	-	-	-	19	25	34
S t a t e	2018	-	-	-	27	31	31
	2017	-	-	-	28	27	33
	2016	-	-	-	29	27	32

Data & Analysis School Benchmarking Data

	Year	ISEL			Fountas & Pinnell						Ed Performance Reading & Math											
		K	1st	2nd	K	1st	2nd	3rd	4th	5th	3rd		4th		5th		6th		7th		8th	
School	2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	43	46	46	41	40
	2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	46	42	49	39	48	44
	2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	40	47	41	50	43
District	2018	-	-	-	-	-	-	-	-	-	-		-		-		-		-		-	
	2017	-	-	-	-	-	-	-	-	-	-		-		-		-		-		-	
	2016	-	-	-	-	-	-	-	-	-	-		-		-		-		-		-	

% of students meeting grade level target

Data Analysis – What does the School Report Card & Benchmarking data tell you about student performance in your school?

The School Report Card data shows that Lincoln Junior High School's attendance rate has shown a gradually decreased over the past several years, but improved slightly during this past school year. (from 94.4% in 2011-2012 to 91.2% in 2016-2017 to 93.2% in 2017-2018) Our mobility rate continues to fluctuate from year to year. (10.2% during the 2016-2017 school year as compared to 14.0% during the 2015-2016 school year and now back to 14.7% in 2017-2018) This can be attributed to many factors, including, but not limited to the following: socio-economic trends, increased number of transfer students, high percentage of low-income students, and the breakdown of family units across our nation and community. The data also reveals that the percentage of low-income students enrolled at the junior high increased to 43.8% in 2017-2018 as compared to 42.2% during the 2016-2017 school year. Our disaggregated demographic information reveals that our student population is primarily composed of white students with a steady level of black, multi-racial, and other minority students being enrolled annually. Data also shows the number of students with disabilities has remained constant over the past several years with an average of approximately 13-15% of the student population qualifying for these types of services.

The spring of 2015 was the first time the PARCC test was administered at Lincoln Junior High School. Although these results are intended to be used as a baseline and not a true measure of school success or failure, the data acquired from the past several years of PARCC testing has started to provide clarity in regards to what our strengths and weaknesses are at the junior high. Our performance data indicates that our students continue to receive top quality instruction at LJHS as evidenced by the continued growth observed. The data showed that 48.2% of our student population met or exceeded the standards in ELA. It also revealed that 30.3% of our students met or exceeded the standards in Math. These numbers have continued to trend in a positive direction for both disciplines when compared to the previous years results. With that said, I still feel we can improve and I am confident that the staff will rise to the daily challenges they face for the betterment of our students. I also can say, without reservation, how proud I am of the efforts of the LJHS staff and the academic gains that our students continue to make each and every year.

When analyzing the PARCC data, it shows that LJHS is performing significantly above the state average in ELA and slightly below the state average in Math. I always feel we can improve, but the data clearly indicates significant progress has been made. Our slight deficiency in Math continues to decrease as well. Additionally, the data continues to show that our minority and special education student populations continue to perform significantly lower when compared to other demographics in our building and across the state of Illinois. I remain focused on finding the causes of this issue and then developing solutions in order to serve these student populations more effectively.

Behavior Data										
		Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
2018	Expulsions	-	-	-	-	-	-	0	0	0
	Out of School Suspensions	-	-	-	-	-	-	2	7	7
	In School Suspensions	-	-	-	-	-	-	21	39	26
2017	Expulsions	-	-	-	-	-	-	0	0	0
	Out of School Suspensions	-	-	-	-	-	-	12	14	12
	In School Suspensions	-	-	-	-	-	-	18	32	35
2016	Expulsions	-	-	-	-	-	-	0	3	1
	Out of School Suspensions	-	-	-	-	-	-	11	16	15
	In School Suspensions	-	-	-	-	-	-	14	31	27

# of students

Data Analysis – What does the behavior data tell you about your school?

The junior high has started to experience a decrease in unwanted or negative behaviors over the past year once again. Many years ago, the school had developed an unfair reputation within the community for being a "rough" school with "rough" students. As a result, many changes were implemented and the school's culture improved noticeably over the course of several years. I believe many stakeholders were responsible for the positive changes that took place. We were successful for many years, as evidenced by the decrease in the number of discipline incidents taking place within the building. I felt that displaying positive behavior had started to become the new normal at the junior high

Unfortunately, we then started trending in the wrong direction for a couple of years. Although student discipline, and its relationship to the academic environment, continued to be a primary focus of the junior high, we started to deal with an increase in the number of repeated, continuous, and undesirable behaviors. In addition, the state legislature passed laws (SB 100 for example) which limited our ability to maintain and administer discipline effectively. Data has always shown that the actual number of students causing disruptions remains relatively consistent from year to year, however. I continue to believe our strategies for administering discipline remain effective, but behavioral trends will always be cyclical and fluctuate from year to year, regardless of our efforts. The fact remains that the number of students who exhibit little or no regard for what adults say continues to increase, not only at the junior high, but across our society as well. Obviously, these negative behaviors cause substantial disruption to the educational environment. We will continue to develop new strategies to try and remedy this problem, but it will take time, resources, forward-thinking, and cooperation amongst various stakeholders (students, parents, staff, etc.) to make real, systemic change.

Our number of in-school suspensions continues to increase and our out of school suspension rate remains constant. This can be attributed to many factors, including, but not limited to the following: increased emphasis on inclusionary practices as a result of SB100, the continued breakdown of family units and personal accountability, a lack of empathy, the elimination of disciplinary deterrents, the reduction in qualified supervisory personnel, and the mental or physical baggage that many of our students bring to school on a daily basis. Also, incidents, which are worthy of out of school suspension, occur with greater frequency at the junior high than in elementary schools. These incidents typically remain isolated to a limited number of students but do fluctuate from year to year. The majority of suspensions continue to result from instances of disrespectful behavior exhibited toward staff members, other students, and general mischief which is not untypical of junior high age students. Strategies are continuously developed, refined, and implemented to help reduce and remedy the instances of poor student behavior with the intention of improving the school's culture and learning environment.

What factors are likely to have contributed to these test results and behavioral data? Consider external and internal factors as well as demographics and building profile information.

External Factors

Our student body, which is composed of 43.8% low-income students and a 14.7% mobility rate, deals with a wide range of factors which can negatively influence student achievement. Many students do not value and prioritize their own education. This lack of educational focus is typically inherited by students, from parents or guardians, who prioritize meeting basic needs instead of valuing their education. As a result, vital school functions (reinforcement of ideas, completion of homework, reading and writing practice, etc.) fail to be addressed properly outside of regular school hours. The increased rigor across our curriculum, but especially in Math, has caused many parents to just "shut down" and say "they can't do it" instead of persevering and becoming equal stakeholders in the educational process. This negative attitude toward school has a profound impact upon students. Finally, the amount of distractions that students encounter on a daily basis, combined with increased expectations for these same students, continues to created difficult challenges for educators, students, and parents.

Internal Factors

The transition to CCSS, the PARCC assessment, teacher fatigue, and the continued implementation of our 1-1 Chromebook initiative throughout the building, continues to present challenges to educators, students, and parents. Teachers are required to provide thorough and differentiated instruction of content, are expected to develop student's critical thinking skills in shorter periods of time, face greater demands from parents, and are expected to Integrate new technologies into their daily instructional routines. This poses significant challenges to all educators. Combine these factors, along with a continued shift from prioritizing education by students/parents/guardians, and academic achievement becomes secondary. On a positive note, I feel that our teachers and the majority of students are rising to face these challenges head-on and do not make excuses. Our data continues to show gains, in both ELA and Math, which proves progress is still being made. As I have stated previously, I believe improvement will continue to take place, especially as stakeholders continue to accept personal responsibility throughout the process. I have little doubt that everyone at LJHS is doing everything they can to provide students with the best education possible.

Educator Support – What types of professional development are offered to help teachers continue to meet student needs?

The majority of Professional Development for many years in District #27 was focused on three major strands: CCSS, the Danielson Framework , and Technology. For the past three years, all PD has been focused on Technology to coincide with the implementation of our 1-1 Chromebook initiative at the junior high. Teachers are frequently encouraged to attend outside conferences in order to gain comprehensive knowledge regarding best practices for their respective disciplines. Outside instructional coaches and/or evaluators have been brought in to critique our methodologies and suggest ideas for improvement. We continue to meet and collaborate frequently during early release days as well as our monthly grade level meetings. Teachers remain in continuous communication with other teachers attempting to find ways to align curriculum and instruct students using clear and consistent guidelines. They also have utilized and implemented information acquired during training/informational sessions provided by the district during our school improvement days. (How to apply Ed Performance data to guide instructional practices, how to use the chromebooks, Google Classroom, Google Drive, etc.) Teachers are provided with a discipline and intervention resource handbook,, based upon PBIS principles, at the beginning of each school year. The purpose is to provide teachers/staff with additional resources and to introduce new ideas on how to handle various disciplinary situations that arise every year. Initial data has indicated that these changes are having a positive impact on student discipline beginning with the 2016-2017 school year and has continued up to this point.

Interventions – Describe intervention strategies provided to students.

Interventions include the following: Lexia Core 5, IXL, Read 180 Computer Program, Read Theory, Problem Solving Team Action Plans, Front Row Ed, Reflex Math, PBIS Behavioral Interventions, dedicated school intervention time (20 minutes), and the Homework Help Assistance Program. Many of these programs focus on the development of reading comprehension, vocabulary comprehension, basic math computations, and improving written expression. Our problem solving team meets regularly to discuss student progress and make necessary modifications or adjustments to these interventions when needed. The duration of these interventions can last anywhere from five to forty-five minutes in length with a frequency of up to five days per week. We also continue to utilize our behavioral incentive program. It is in its twelfth year of existence and I hope that it continues to provide students with motivation for remaining Punctual, Polite, and Prepared. I have made significant modifications to the program the past couple of years and currently am evaluating the program's overall effectiveness.

Lincoln Junior High School offers a vast array of services for students and members of their families. Programs such as After-School Special and National Honor Society tutoring services are available everyday after school, Monday through Thursday, from 3:00-4:30 p.m. Teachers are routinely available and willing to work with students before and after school to receive individualized and differentiated instruction. We offer Special Education services for qualifying students and a behavioral intervention program for all students. Our Problem Solving Team meets frequently to identify at-risk students and develops the appropriate intervention strategies for these students. Additionally, we provide a Homework Help Program which takes place everyday during first hour. This program is designed to assist struggling learners by providing them with additional time for homework completion and the opportunity to receive individualized instruction as well. We also maintain a school website, use Google Classroom, and utilize our Information Now system to keep parents and students informed of their academic progress, daily homework assignments, attendance, and disciplinary information. Counseling services are available on site for every student. Additional outside counseling services (Mosaic Program) are also available for students and/or families who qualify.

LJHS also offers the following athletic opportunities for students: Softball, Baseball, Girls & Boys Basketball, Wrestling, Volleyball, Cheerleading, Pom-Pons, and Girls & Boys Track and Field. We also offer the opportunity to join, audition, or tryout for the following groups or organizations: Speech, Scholastic Bowl, Builders Club, Photography Club, Circuit Rider, Student Council, Choir, Pep Band, Jazz Band, Concert Band, Robotics Club, and Drama.

We offer several opportunities for parents to become involved within the school community. We utilize our School Messenger System with great frequency in order to keep parents informed about events taking place at LJHS. We continue to involve our parents throughout each step of our 1-1 chromebook initiative that was started three years ago. We inform and encourage all parents to sign up for access to our Information Now system. This system tracks important data and helps parents to stay informed of their child's progress throughout the school year. We also have a Parent-Teacher Organization that meets once per quarter. They are directly involved in organizing events such as the Pancake-Sausage Breakfast, creating and delivering Christmas baskets for families in need, and running concession stands at athletic events. We host an open house and ice cream social event at the start of every school year which has proven to be successful. We host quarterly events, such as honors assemblies, that recognize student achievement. Parents are always welcome to attend and many of them are able to be in attendance. Due to our Trojan Pride Program, we also have the opportunity to showcase our school, and its students, by bringing them to events which are held at the local movie theater and bowling alley. We also are involved with several local churches which supply us with items, such as school supplies and coats, for our needy students during the winter months. Additionally, we run a large youth basketball tournament every year which has continued to grow. This has been extremely beneficial, not only for the junior high, but to the local business community as well. Many of these local businesses have assisted us in making this a showcase event for both LJHS, and the Lincoln community, as a whole.

After careful analysis of the data and listed factors, I believe we are still moving in a positive direction at LJHS. My message, as the building leader, has always been one of continuous and quantifiable improvement. I am convinced that the needs of our students are being met and they are also being prepared as 21st Century learners. Great things continue to take place at the junior high on a daily basis and I believe my staff remains one of the best around. I have increased focus toward improving school discipline in order to improve our educational environments. I continue to inform students, parents, and teachers about the educational changes taking place, especially in areas of curriculum, instructional strategies, technology implementation expectations, and the CCSS. Professional development, for both teachers and administrators, should remain focused on changing the methods we use to instruct our students in the classroom. The goal of our 1-1 chromebook initiative remains trying to make impactful change to the way students are instructed in the classroom. Improving these elements, and refining our focus, will remain critical in order to make a positive impact on student growth as we advance through this process. Curriculum alignment, continued collaboration, and open lines of communication amongst staff, both in the junior high and throughout the district, remains very important as well. This will ensure that our students are receiving aligned and focused instruction regardless of what age level or classroom they are located. Important decisions will need to be made regarding the types of instructional and intervention strategies that will be utilized as we acquire more

reliable data. Additional research and PD will also be needed in order to discover methods that can improve student attitudes and increase student initiative toward their education.

Teaching & Learning		
Focus of Review	What is Working	What is Needed
Learning Environment ● Provides comfort, security, support ● Reflects diversity and collaboration ● Captures interest ● Communicates honor and respect ● Developing empathy and understanding ● Implementing behavioral interventions	● Improved security (office door locks, security cameras, etc.) ● Emergency management procedures ● Increased focus about mental health issues ● 1-1 Chromebook Initiative ● Trojan PRIDE incentive program ● Information Now ● Teacher collaboration ● Google Classroom	● Continuous updating of security procedures ● Enforcement of security procedures ● Reform/modify incentive program ● Better educate students/parents about the Information Now system and its capabilities ● Increased focus on student discipline issues and their educational impact ● Providing teachers with new tools to handle changing discipline issues
Learning Process ● Learning styles ● Connections ● Thinking and questioning ● Resources and tools	● Full implementation of Chromebooks for the building ● Promethean Boards in every classroom ● PST/ RtI services ● Integration of technology ● The implementation of Charlotte Danielson's Framework for Teaching for teacher evaluation	● Additional resources for Math & Science instruction ● Continued Professional Development on Danielson Framework for Teaching ● Continued Professional development for improving teacher instructional strategies ● More teacher initiative to increase learning opportunities for students
Instructional Strategies ● Communication ● Delivery ● Facilitation ● Student tasks	● Direct Instruction ● Collaboration ● Emphasis on use of technology ● Use of various grouping methods ● Aligned curriculums ● Better use of high order thinking questions	● Increased use of differentiation strategies ● More PD for strategies in dealing with behavioral issues in the classroom ● Increased focus on ways to improve questioning skills in classrooms ● More flexibility, creativity, and initiative

Student Learning, Progress and Achievement		
Focus of Review	What is Working	What is Needed
Curriculum Design and Alignment ● Common Core Standards and Initiatives ● Local Standards and Initiatives ● Mission and Vision ● School's Assessment System	● Increased collaboration among department members ● The Digits curriculum ● Increased expectations related to CCSS ● More technology incorporation into daily instructional practices	● Better understanding of PARCC assessment ● Vertical alignment throughout district ● Better understanding of Next Generation Science Standards ● Creativity and risk-taking ● Providing more electives for students
Assessment Systems ● Purpose ● Alignment ● Relevance ● Formative ● Summative	● Ed Performance ● PST data analysis ● RTI, Read 180 ● Mental Health Screening ● Progress Monitoring ● Mosaic Program	● More training for reading/interpreting data ● PST improvements – more understanding of roles and responsibilities ● Create common math assessments ● More access to outside instructional coaches
Leadership & Administration ● Support for achieving goals ● Shared decision making ● Collaborative culture	● Weekly correspondence to staff ● Grade level meetings once a month ● Walkthroughs & observations ● Approachability ● School teams/committees - PST team, Trojan PRIDE, etc.	● Increased visibility in classrooms ● Mentoring program ● Increased time for PD ● Streamline expectations for teachers ● Increased teacher support ● Increased empathy
Professional Development ● Opportunities to learn and develop new skills ● Time ● Support to achieve goals	● Two early dismissal/month ● Four full days of School Improvement/year ● Grade level meetings ● Inclusion planning	● Continuing PD on most topics ● Ability to collaborate with other teachers who teach the same subject at different levels ● Ability to observe how other districts and the methodology they are using to reach students

Action Plan			
Objective Number	Objective		Deficiencies Addressed
1	Increase ELA and Math achievement for each student		Increasing knowledge/skills of students not meeting expectations
2	Improve teacher knowledge of differentiated instructional practices and implementation		Improve teacher methodology
3	Reduce the suspension rate and decrease number of discipline referrals		Reduce # of suspensions and detentions

Objective # 1: Increase ELA & Math achievement levels for 6th, 7th, & 8th grade students

Description
Focus on increasing number of students who are meeting/exceeding state standards for Math and ELA as measured by the PARCC and Ed Performance assessments.

Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	Continue changing/modifying teaching methodologies through shared expectations	8-1-18	ongoing	Walkthroughs, professional conversations, evaluations
2.	Increasing teacher expectations of students	8-1-18	ongoing	N/A
3.	Provide more collaboration time among grade levels	8-1-18	ongoing	Early Release Days
4.	Outside professional development (conferences, etc.)	8-1-18	ongoing	When available

Objective # 2: Improve teacher knowledge of differentiated instructional practices and implementation

Description
With multiple types of learners found in classrooms, teachers need resources, information, guidance, and must be held accountable for meeting these individual student needs on a daily basis

Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	More PD to obtain knowledge of differentiation practices	8-1-18	ongoing	Professional Development Funding
2.	Conducting professional conversations with teachers	8-1-18	ongoing	N/A
3.	Increased feedback from informal walkthroughs	8-1-18	ongoing	N/A
4.	Feedback & Self-Reflection from evaluations	8-1-18	ongoing	N/A

Objective # 3: Reducing the suspension rate and decreasing the number of discipline referrals

Description
Our suspension rates have started increasing, focus should be centered on discovering new strategies which will help reduce behaviors that lead to suspensions and discipline referrals

Strategies and Activities		Timeline		Budget
#		Start Date	End Date	Fund/Source/Amount
1.	Develop new behavioral intervention strategies	immediately	ongoing	Professional Development Funding, PBIS Model Handbook
2.	Increased administrative presence in building	immediately	ongoing	N/A
3.	Increased teacher presence during unstructured times	immediately	ongoing	N/A
4.	Increased PD for dealing with difficult students	immediately	ongoing	N/A