School Continuous Improvement Plan
2022-2023

Please see this document for an overview of expectations and process.
Title I schools are required to address the supplemental questions in this document in your plan.

School: Lincoln High School		Principal	Peyton Chapman	Date: September 30, 2022
Vision		100% of students meeting and exceeding state graduation requirements through active engagement in CTE, IB/AVID 6-12, and Dual Credit classes that build skills through inquiry, direct instruction, and application opportunities that are assessed authentically to provide feedback for growth and successful demonstrations of proficiency We are guided in our teaching and learning by the IB Learner Profile and emphasize IB as an EQUITY DRIVER. We strive to be: Inquirers, Open-Minded, Knowledgeable, Caring, Thinking, Risk-takers, Communicators, Balanced, Principled, and Reflective. At the heart of this work is a student-centered, open access, inquiry-based approach to learning. Our Mission and Vision align with the PPS Graduate Portrait: global minded and able to model our GO CARDS values. 100% of Lincoln students will take at least three IB classes.		
Mission		Lincoln High School's mission is to grow globally minded citizens, who understand multiple perspectives, to create a more just and peaceful world.		
Comprehensive Needs Assessment Summary				
What data did our team examine? *Think about attendance and engagement. Potential data sources include FIT, TFI, MAP, Successful Schools Survey, Attendance Data, State Assessments, School-Generated Surveys, ODRs, Exclusions.*		**2020-2021 Successful Schools Survey Data** ● **Sense of Belonging** ● **School Climate** ● **Engagement** ● **Student Engagement** **2020- 2021 Q1 - Q4 Course Passage Rates – Dashboard; 2021- 2022 Q1 – Q4 Course Passage Rates have been updated** **2020- 2021 – 9th Grade Community On-track to Graduate rates – disaggregated by all groups; 2021-2022 data has been updated**		

2021-2022 Successful Schools Survey Data
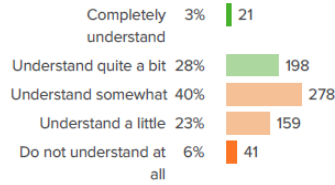
Sense of Belonging

Your average	Change			
37%	▲ **4**	School Classification average:	**32%**	GEAR UP
700 responses	since last survey	School Type average:	**32%**	High School
		District average:	**35%**	Portland Public Schools

Q.1: How well do people at your school understand you as a person?

Completely understand	3%	21
Understand quite a bit	28%	198
Understand somewhat	40%	278
Understand a little	23%	159
Do not understand at all	6%	41

▲ 8 from last survey   Favorable: **31%**

Q.2: How connected do you feel to the adults at your school?

Extremely connected	2%	17
Quite connected	17%	116
Somewhat connected	44%	308
Slightly connected	27%	188
Not at all connected	9%	65
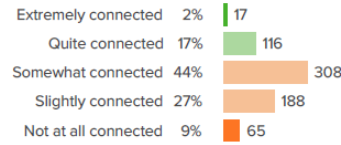
▲ 2 from last survey   Favorable: **19%**

Q.3: How much respect do students in your school show you?

A tremendous amount of respect	6%	44
Quite a bit of respect	45%	316
Some respect	36%	252
A little bit of respect	10%	72
No respect at all	2%	12
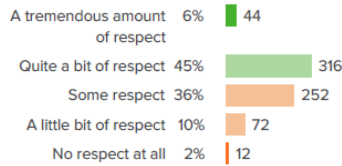
▲ 1 from last survey   Favorable: **52%**

Q.4: How much do you matter to others at this school?

Matter a tremendous amount	6%	42
Matter quite a bit	29%	205
Matter somewhat	41%	282
Matter a little bit	18%	122
Do not matter at all	7%	45
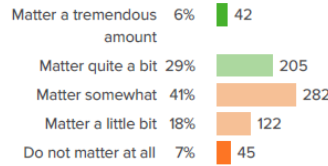
▲ 6 from last survey   Favorable: **35%**

Q.5: Overall, how much do you feel like you belong at your school?

Completely belong	10%	73
Belong quite a bit	38%	266
Belong somewhat	31%	217
Belong a little bit	15%	103
Do not belong at all	5%	37
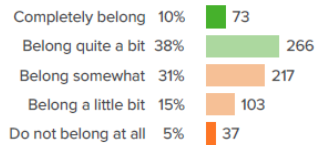
▲ 6 from last survey   Favorable: **49%**
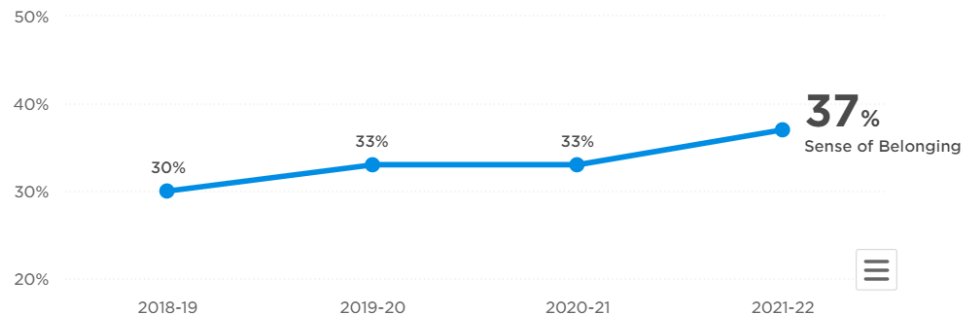
What do you notice?

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Sense of Belonging

Based on **700** responses

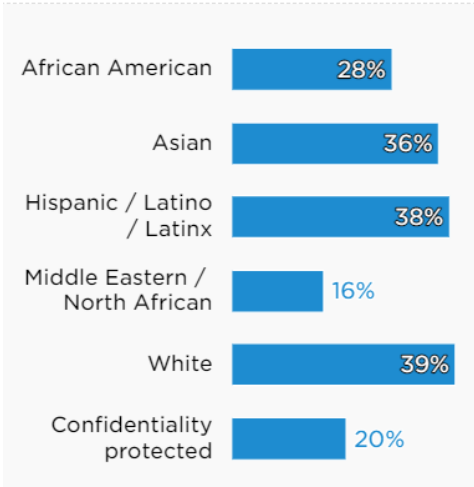How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

37% Sense of Belonging

	2018-19	2019-20	2020-21	2021-22

Results by group

African American	28%
Asian	36%
Hispanic / Latino / Latinx	38%
Middle Eastern / North African	16%
White	39%
Confidentiality protected	20%

Findings:

While our overall rate in this category improved slightly, 4%, our rate when disaggregated by race shows that there is an increased sense of belonging attributable to the return to in-person school for Asian, Hispanic/Latino/a/x, and white students; however, the rate decreased for other BIPOC student groups.

Overall, 19% of our students reported feeling connected to an adult in our school. While the rate for white students is higher (21%), the rates drop for students of color as follows: African American (13%), Asian (17%), Hispanic/Latino/a/x (14%), Middle Eastern/North African (9%). These rates are lower than the district and high school rates for every group except white students, with the most significant disparity for Middle Eastern/North African students.

In addition, Middle Eastern/North African students only reported positively, 38%, when asked how much respect they are shown by other students in their school, while all other racial groups'

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positive response rate exceeds 50%. When Middle Eastern/North African students were asked how much they matter to others at our school, <u>there were no positive responses at all</u>.

Finally, only 18% of Middle Eastern/North African and 25% of African American students responded positively when asked how much they feel like they belong in our school overall. The rates for other racial groups are as follows: Asian (46%), Hispanic/Latino/a/x (54%), and white (52%).
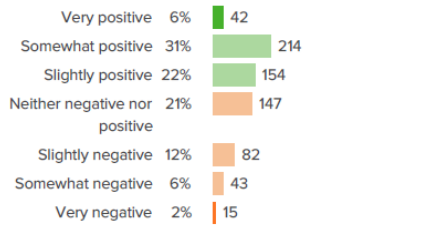
School Climate

Your average	Change		
52%	▼**1**	School Classification average:	**45%** GEAR UP
700 responses	since last survey	School Type average:	**45%** High School
		District average:	**43%** Portland Public Schools

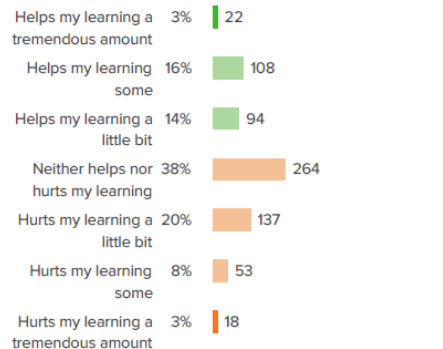**Q.1: How positive or negative is the energy of the school?**

Very positive	6%	42
Somewhat positive	31%	214
Slightly positive	22%	154
Neither negative nor positive	21%	147
Slightly negative	12%	82
Somewhat negative	6%	43
Very negative	2%	15

▲ **5** from last survey   Favorable: **59%**

Q.2: How fair or unfair are the rules for the students at this school?

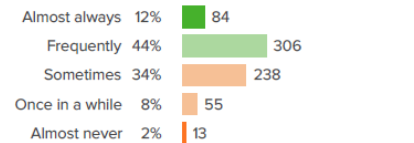|		
Very fair	14%	101
Somewhat fair	32%	224
Slightly fair	13%	91
Neither unfair nor fair	22%	153
Slightly unfair	11%	77
Somewhat unfair	5%	33
Very unfair	3%	18
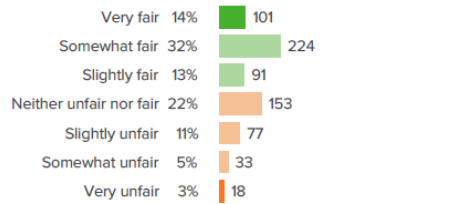
▼ **2** from last survey   Favorable: **60%**

Q.3: At your school, how much does the behavior of other students hurt or help your learning?

Helps my learning a tremendous amount	3%	22
Helps my learning some	16%	108
Helps my learning a little bit	14%	94
Neither helps nor hurts my learning	38%	264
Hurts my learning a little bit	20%	137
Hurts my learning some	8%	53
Hurts my learning a tremendous amount	3%	18

▲ **1** from last survey   Favorable: **32%**

Q.4: How often do your teachers seem excited to be teaching your classes?

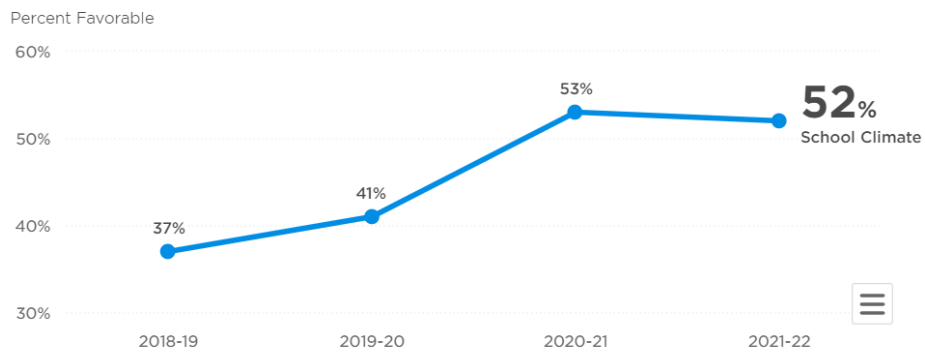|		
Almost always	12%	84
Frequently	44%	306
Sometimes	34%	238
Once in a while	8%	55
Almost never	2%	13

▼ **9** from last survey   Favorable: **56%**

School Climate
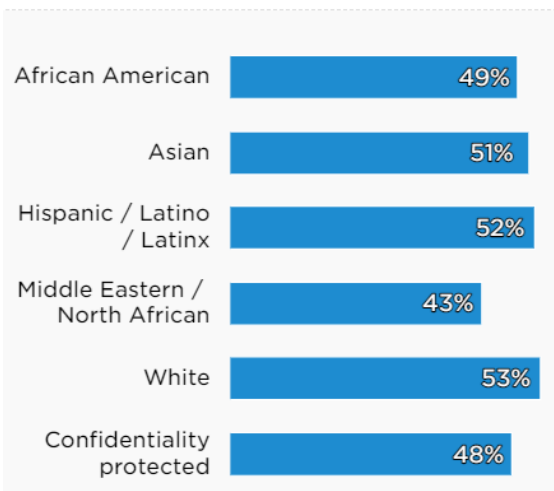
Based on **700** responses

Perceptions of the overall social and learning climate of the school.

How have results changed over time?

Percent Favorable

60%			
			53%
50%			**52%** School Climate
	41%		
40%	37%		
30%			
2018-19	2019-20	2020-21	2021-22

Results by group

Group	Percent
African American	49%
Asian	51%
Hispanic / Latino / Latinx	52%
Middle Eastern / North African	43%
White	53%
Confidentiality protected	48%

Findings:

When answering how positive or negative the energy in our school is, there is a significant disparity in the positive response rate for transgender, 48%, and questioning youth, 28%, compared to 61% for students, who are neither trans nor questioning.

When answering how the behavior of fellow students hurts or helps their learning, there is a disparity in the positive response rate for transgender, 14%, and questioning youth, 20%, compared to 34% for students, who are neither trans nor questioning.

Engagement

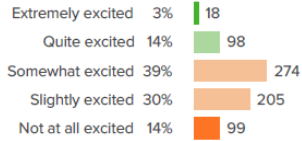| Your average	Change		
24%	**▲ 5**	School Classification average:	**21%** GEAR UP
700 responses	since last survey	School Type average:	**21%** High School
		District average:	**23%** Portland Public Schools

Q.1: How excited are you about going to your classes?

Extremely excited	3%	18
Quite excited	14%	98
Somewhat excited	39%	274
Slightly excited	30%	205
Not at all excited	14%	99

▲ **4** from last survey Favorable: **17%**

Q.2: How often do you get so focused on activities in your classes that you lose track of time?

Almost always	1%	7
Frequently	15%	102
Sometimes	33%	228
Once in a while	33%	232
Almost never	18%	124
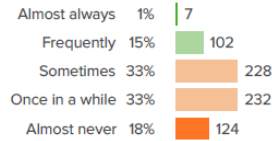
▲ **4** from last survey Favorable: **16%**

Q.3: In your classes, how eager are you to participate?

Extremely eager	4%	25
Quite eager	20%	141
Somewhat eager	38%	265
Slightly eager	25%	175
Not at all eager	13%	87
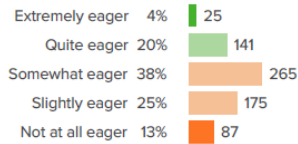
▲ **7** from last survey Favorable: **24%**

Q.4: When you are not in school, how often do you talk about ideas from your classes?

Almost always	3%	21
Frequently	22%	155
Sometimes	36%	248
Once in a while	25%	172
Almost never	13%	93
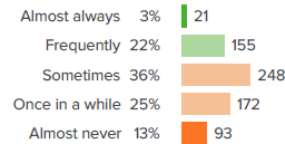
▲ **6** from last survey Favorable: **26%**

Q.5: Overall, how interested are you in your classes?

Extremely interested	5%	32
Quite interested	32%	219
Somewhat interested	41%	285
Slightly interested	19%	129
Not at all interested	4%	29
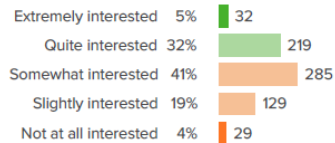
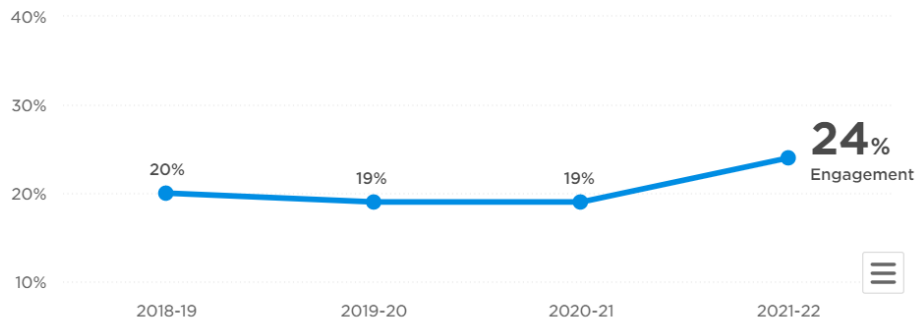▲ **2** from last survey Favorable: **36%**

Engagement

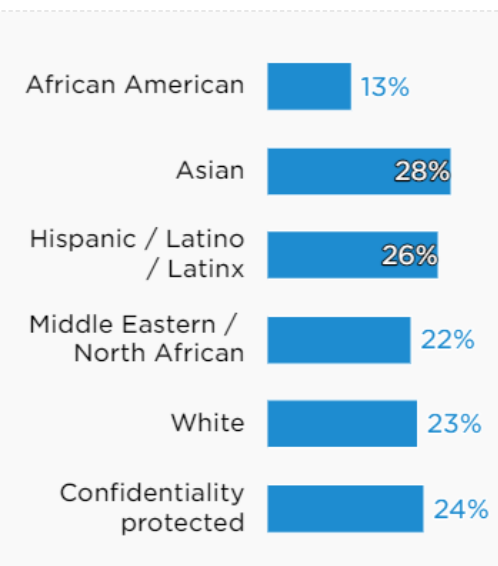Based on **700** responses

How attentive and invested students are in class.

How have results changed over time?

Percent Favorable

Results by group

Findings:

When asked how often outside of school they talk about ideas from their classes, only 5% of African American students responded positively, which is 10% below the district and high school average and over 20% less than responses for all other racial groups at Lincoln High School.

When asked how interested in their classes students were overall, only 26% of African American students responded positively, which was 9% to 18% less than all other racial groups at Lincoln High School.

Student Engagement

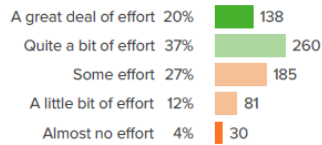|		
Your average	**Change**	
33%	**▲4**	
700 responses	since last survey	

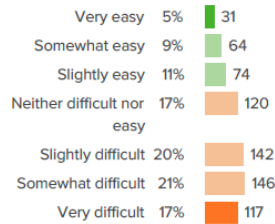|		
School Classification average:	**32%**	GEAR UP
School Type average:	**33%**	High School
District average:	**40%**	Portland Public Schools

Q.1: How much effort are you putting into your classes right now?

A great deal of effort	20%	138
Quite a bit of effort	37%	260
Some effort	27%	185
A little bit of effort	12%	81
Almost no effort	4%	30

▲4 from last survey — Favorable: **57%**

Q.2: How difficult or easy is it for you to try hard on your schoolwork right now?

Very easy	5%	31
Somewhat easy	9%	64
Slightly easy	11%	74
Neither difficult nor easy	17%	120
Slightly difficult	20%	142
Somewhat difficult	21%	146
Very difficult	17%	117

▲3 from last survey — Favorable: **24%**

Q.3: How difficult or easy is it for you to stay focused on your schoolwork right now?

Very easy	3%	18
Somewhat easy	8%	57
Slightly easy	8%	55
Neither difficult nor easy	11%	74
Slightly difficult	26%	177
Somewhat difficult	21%	146
Very difficult	24%	165
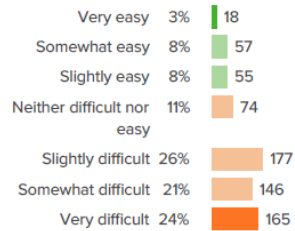
▲5 from last survey — Favorable: **19%**

Student Engagement

Based on **700** responses

How have results changed over time?

Percent Favorable

	2020-21	2021-22
Student Engagement	29%	**33%**

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Results by group

Group	Percentage
African American	35%
Asian	40%
Hispanic / Latino / Latinx	30%
Middle Eastern / North African	30%
White	33%
Confidentiality protected	33%
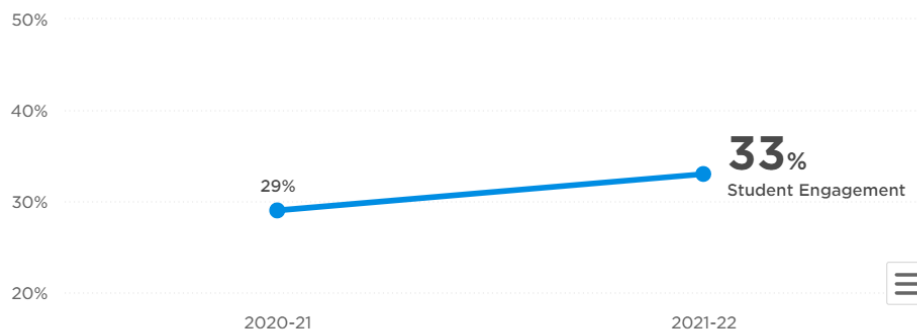
Findings:

When asked how difficult or easy it is to try hard on their schoolwork right now, there was only a 10% positive response rate for transgender students compared to 25% for cis-gender students and 24% for questioning students.

When asked how difficult or easy it is to stay focused on their schoolwork right now, <u>there were no positive responses</u> for transgender students compared to 19% for cis-gender students and 16% for questioning students.

<u>ACADEMIC THREE-YEAR TREND DATA and TARGETS</u>

2019-2020 & 2020- 2021 Q4 Course Passage Rates & Targets
Note: 2021-2022 Course Passage Rates will be updated this summer to complete 3-year trend data

All School 2019-2020 data and 2020-2021 targets

Population	English Lang & Lit	New Target	Math	New Target	Life & Physical Sciences	New Target	Social Sciences & History	New Target	Visual & Performing Arts	New Target	World Languages	New Target
Asian	93.90%	M	86.20%	M	87.50%	M	93.90%	M	100.00%	M	97.00%	M
Black	77.80%	87.80%	50.00%	60.00%	75.00%	85.00%	87.50%	M	100.00%	M	87.50%	M
Latino	66.70%	76.70%	81.10%	M	61.10%	71.10%	63.90%	73.90%	77.80%	87.80%	71.80%	81.80%
Multiple	70.30%	80.30%	83.80%	M	77.80%	87.80%	72.20%	82.20%	77.80%	87.80%	86.10%	M
Native Am	50.00%	100.00%	0.00%	100.00%	0.00%	100.00%	100.00%	M	0.00%	100.00%	0.00%	100.00%
Pac Isl												
White	89.50%	M	85.70%	M	85.60%	M	87.10%	M	83.10%	M	88.60%	M
SpEd	61.90%	71.90%	40.00%	50.00%	57.10%	67.10%	71.40%	81.40%	66.70%	76.70%	73.70%	83.70%
TAG	93.80%	M	92.90%	M	93.00%	M	92.30%	M	91.20%	M	93.10%	M
ELL	87.50%	M	60.00%	70.00%	75.00%	85.00%	100.00%	M			75.00%	85.00%
F&R Meals	65.80%	75.80%	55.30%	65.30%	59.50%	69.50%	63.90%	73.90%	63.60%	73.60%	64.70%	74.70%

All school 2020-2021 data and 2021-2022 targets

Population	English Language and Literature	Met Last Years Goal?	New Target	Mathematics	Met Last Years Goal?	New Target	Life and Physical Sciences	Met Last Years Goal?	New Target	Social Sciences and History	Met Last Years Goal?	New Target	Visual and Performing Arts	Met Last Years Goal?	New Target	World Languages	Met Last Years Goal?	New Target	Met Goals?
Asian	93.75%	Yes	M	92.21%	Yes	M	93.25%	Yes	M	95.95%	Yes	M	94.55%	No	M	96.36%	Yes	M	5
Black	86.67%	No	90%	96.15%	Yes	M	90.48%	Yes	M	88.57%	Yes	90%	100.00%	Yes	M	95.00%	Yes	M	5
Latino	81.11%	Yes	90%	74.42%	No	85%	74.48%	Yes	85%	80.42%	Yes	90%	85.88%	No	90%	83.92%	Yes	90%	4
Multiple	88.75%	Yes	90%	81.82%	No	90%	90.30%	Yes	M	91.92%	Yes	M	91.36%	Yes	M	92.42%	Yes	M	5
Native Am	50.00%	No	100%	100.00%	Yes	M	0.00%	No	100%	50.00%	No	100%	0.00%	No	100%				1
Pac Isl	100.00%		M	66.67%		100%	50.00%		100%	50.00%						50.00%			0
White	91.60%	Yes	M	85.78%	Yes	90%	89.82%	Yes	M	93.05%	Yes	M	93.25%	Yes	M	93.21%	Yes	M	6
SpEd	71.25%	No	81.25%	70.31%	Yes	80%	75.38%	Yes	85%	70.83%	No	80%	83.87%	Yes	90%	84.78%	Yes	90%	4
TAG	96.19%	Yes	M	92.54%	No	M	95.31%	Yes	M	96.12%	Yes	M	96.21%	Yes	M	97.19%	Yes	M	5
ELL	71.43%	No	81%	72.41%	Yes	80%	56.25%	No	70%	76.47%	No	85%	83.33%	Yes	90%	78.57%	No	85%	2
F&R Meals	65.14%	No	75%	57.14%	No	70%	57.33%	No	70%	64.37%	No	75%	70.59%	No	80%	72.37%	No	80%	0

Updated 2021 -2022 Q4 data and 2022- 2023 targets are below:

% Passing Marks by Student Population

2021-2022 Lincoln H.S. Q4[No Selection]

Population	English Lang and Lit	Met 2021-2022 Goal?	New Target	Math	Met 2021-2022 Goal?	New Target	Life and Physical Sciences	Met 2021-2022 Goal?	New Target	Social Sciences and History	Met 2021-2022 Goal?	New Target	VAPA	Met 2021-2022 Goal?	New Target	World Lang	Met 2021-2022 Goal?	New Target
Asian	97.9%	MP	M	93.8%	MP	M	99.3%	MP	M	97.7%	MP	M	100.0%	MP	M	100.0%	MP	M
Black	90.3%	Yes	M	79.3%	No	90%	87.0%	No	95%	88.9%	No	95%	91.7%	No	95%	78.9%	No	90%
Latino	96.0%	Yes	M	90.6%	Yes	M	94.3%	Yes	M	93.7%	Yes	M	97.9%	Yes	M	96.1%	Yes	M
Multiple	97.1%	Yes	M	93.2%	Yes	M	96.9%	Yes	M	93.5%	Yes	M	95.6%	MP	M	95.4%	MP	M
Native Am	100.0%	Yes	M	100.0%	MP	M	50.0%	No	100%	100.0%	Yes	M	50.0%	No	100%	100.0%	Yes	M
Pac Isl	100.0%	Yes	M				100.0%	Yes	M	100.0%	Yes	M				100.0%	Yes	M
White	96.7%	MP	M	93.4%	Yes	M	96.0%	MP	M	96.5%	MP	M	98.8%	MP	M	98.3%	MP	M
ELL	98.0%	MP	M	79.3%	No	90%	86.2%	Yes	90%	86.2%	Yes	90%	100.0%	Yes	M	100.0%	Yes	M
SpEd	91.1%	Yes	M	77.5%	No	90%	89.0%	Yes	90%	84.5%	Yes	90%	97.7%	Yes	M	89.3%	No	95%
TAG	98.5%	MP	M	98.5%	MP	M	98.8%	MP	M	98.1%	MP	M	99.3%	MP	M	99.1%	MP	M

MP = Met Prior Year's Goal to Maintain
M = Maintain this year's %

Findings:

In 2020-21, we did not meet our goals to close all gaps by 10% for Native American, Emerging and Progressing Bilingual students, nor students eligible for Free or Reduced meals.

In 2020-21, we met 4/6 goals for our Latino students and students with special needs; both groups have been the focus of our last three school improvement plans.

In 2021-22, we did not meet our school-wide goals for students identified as Black in any subject area except ELA. We did not meet our goals for students identified as solely Native American in science and visual/performing arts but did meet in all other subject areas. We did not meet our goals for Emerging/Progressing Bilingual students in math but did meet in all other subject areas. We did not meet our goal for students with special needs in math and world languages but did meet in all other subject areas.

9th Grade 2020-2021 data and 2021-2022 targets

Population	English Language and Literature	New Target	Mathematics	New Target	Life and Physical Sciences	New Target	Social Sciences and History	New Target	Visual and Performing Arts	New Target	World Languages	New Target
Asian	89.2	90	89.1	90	89.4	90	91 M		90.7 M		94.2 M	
Black	86.2	90	78	88	87.2	90	85.1	90	81.2	90	87.8	90
Latino	68	78	73.7	83	66	76	69.2	80	83.3	93	71.4	81
Multiple	74.1	84	77.4	78	78.2	88	78.9	90	81.2	90	82.6	90
Native Am	50	100	42.1	100	12.5	100	57.1	100	0	100	0	100
Pac Isl												
White	86.2	90	85.1	90	85.2	90	85.6	90	83.3	90	87.1	90
SpEd	63.3	73	59.7	70	63.9	74	65.5	76	85.7	90	69.8	80
TAG	92.7 M		92 M		92.9 M		92.2 M		90.3 M		91.7 M	
ELL	69.2	80	44.1	70	82.1	90	69.6	80 N/A	-		66.7	77
F&R Meals	63.7	74	58.1	70	63.1	73	63.8	74	61.7	72	69	80

Updated 2021-2022 Q4 data and 2022 -2023 targets are below:

% Passing Marks by Student Population

2021-2022 Lincoln H.S. Q4; Grade: 09[No Selection]

Population	English Lang and Lit	Met 2021-2022 Goal?	New Target	Math	Met 2021-2022 Goal?	New Target	Life and Physical Sciences	Met 2021-2022 Goal?	New Target	Social Sciences and History	Met 2021-2022 Goal?	New Target	VAPA	Met 2021-2022 Goal?	New Target	World Lang	Met 2021-2022 Goal?	New Target
Asian	97.1%	Yes	M	100.0%	Yes	M	100.0%	Yes	M	97.1%	MP	M	100.0%	Yes	M	100.0%	MP	M
Black	88.9%	No	95%	70.0%	No	90%	88.9%	No	95%	88.9%	No	95%	80.0%	No	90%	83.3%	No	90%
Latino	92.7%	Yes	M	84.6%	Yes	90%	92.3%	Yes	M	89.7%	Yes	90%	100.0%	Yes	M	97.1%	Yes	M
Multiple	97.4%	Yes	M	97.5%	Yes	M	100.0%	Yes	M	100.0%	Yes	M	100.0%	Yes	M	94.9%	Yes	M
White	96.6%	Yes	M	93.4%	Yes	M	92.8%	Yes	M	96.2%	Yes	M	99.1%	Yes	M	97.4%	Yes	M
ELL	100.0%	Yes	M	75.0%	Yes	90%	75.0%	No	90%	100.0%	Yes	M	100.0%	Yes	M	100.0%	Yes	M
SpEd	88.0%	Yes	90%	87.5%	Yes	90%	88.0%	Yes	M	84.0%	Yes	90%	100.0%	Yes	M	100.0%	Yes	M
TAG	99.3%	MP	M	99.2%	MP	M	98.5%	MP	M	97.7%	MP	M	100.0%	Yes	M	98.6%	Yes	M

MP = Met Prior Year's Goal to Maintain
M = Maintain this year's %

We failed to meet the goals set for students identified as Black in all areas, though we showed growth in every area except mathematics, where we dropped to 70%. We met all of our other goals for student groups with the exception of students in our ESL program in the area of mathematics. Our focus for improvement is clear based on these data.

Our new targets for 2022-2023 are in the table above. Where groups of students were close to 90% passing, we set a goal of 95%; all other goals not met last year were set to 90%.

What inequities in student outcomes did you notice and want to bring forward in planning? *Disaggregate by race, gender, orientation, students with disabilities and*	1. **In 2019-20 and 2020-2021, students expressed feeling disconnected from school, which was only exacerbated by school closure and the CDL model. Our return to school has only slightly increased positive student responses on the Successful Schools Survey, and we are alarmed to see the responses from students in the following groups: transgender and questioning, Middle Eastern/North African, and African American.** **We will maintain and grow our student affinity groups; focus on SEL/Culturally Responsive instructional practices and community-building in classes throughout the school; increase school-wide Restorative Justice, and implement our anti-bullying programming in 9th Grade Communities.**

students learning English.	**We will survey our affinity groups and conduct focus groups to inform our work. Courses are being revised as part of our MYP authorization process to reflect global citizenship and a strong value for multiple perspectives so that all students see themselves in our curricula throughout the school.** **We believe that all of this work, in combination, will improve the academic performance of all students as well and inform our second area of focus for planning below.** 2. **There is a persistent gap in successful course passage rates for Black, Indigenous, and/or people of color (BIPOC) students, in addition to other historically underserved groups of students (SpEd, ELL, FRM) across curricular areas. We will continue to focus on 9th graders based upon the Ninth Grade On-track research and the PPS goal.** **2022- 2023 Update: we no longer have access to FRM data. Black and Native American students are our focus, in addition to students receiving Special Education services and/or ESL services.**
What needs did our data review elevate?	**The needs of our transgender and questioning students, Middle Eastern/North African, and African American students, and our school's impact on them was elevated.** **Our failure to meet academic goals for Emerging and Progressing Bilingual students, students eligible for free or reduced meals, and Native American students was elevated. 2022-2023 UPDATE indicates that we have also failed to meet our goals for students identified as Black.**
ELD Programs Verification	Link to Form ● ~~I have filled out the ELD Programs Verification Forms for 2022-23~~
TAG Building Plan Verification	Link to Form ● ~~I have filled out the TAG FOCUS Checklist for 2022-23~~
Goal 1: School Climate	Increase positive responses overall and close all gaps on Successful Schools Survey in sense of belonging, school climate, engagement, and student engagement for the following groups: African American, Middle Eastern/North African, transgender and questioning students.

	By (month/year)	By (month/year)	By (month/year)
Metrics	Professional Development Plan, High Schools; LHS specifics to be added this summer with Admin/PLC Leaders/Instructional Specialists. Review SEL/Culturally Responsive instructional practices, including RJ during pre-service days Climate PD, 1 mtg/month	Focus groups by the end of the first semester. September Update: Plans are in progress to gather information from transgender students to address Successful Schools Survey results Climate PD, 1 mtg/month	Successful Schools Survey Climate PD, 1 mtg/month

	Survey through affinity groups by the end of first quarter to inform needs and planning for the year. In September, 80% of teachers will use SEL/Culturally Responsive instructional practices regularly. Courses are being revised as part of our MYP authorization process to reflect global citizenship and a strong value for multiple perspectives so that all students see themselves in our curricula throughout the school.	By February, 90% of teachers will use SEL/Culturally Responsive instructional practices regularly.	By April, 100% of teachers will use SEL/Culturally Responsive instructional practices regularly.
Goal 2: Literacy	**9th Grade: For all groups of students below 90% course passage rates in ELA and history, we will increase course passage rates, which is an indication of proficiency in grade-level standards, to 90%. Note: for groups of students who were close to 90% passing, we set a goal of 95%.**		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Q1+ grades 9th Grade On-track Reports	Q2+ grades 9th Grade On-track Reports	Q3+ grades 9th Grade On-track Reports
Goal 3: Mathematics	**90% of Algebra 1-2 and Geometry 1-2 students will demonstrate proficiency on all first semester learning targets.**		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Q1 grades	Q2 grades	Q3 grades

Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

Goal 1:	**Increase positive responses for all and close all gaps in sense of belonging, school climate, engagement, and student engagement for the following groups: African American, Middle Eastern/North African, transgender and questioning students.**		
What are we going to do?	**Strategy #1.1** Written as a Theory of Action and	If we… (do this action)	Survey and Focus Groups: inquire as to the root causes that are impacting our African American, Middle Eastern/North African, transgender and questioning students, and figure out how to address the issues, ---

		SEL/Culturally Responsive Instructional Practices: regularly use SEL/Culturally Responsive instructional practices,		
	Then… (this will happen)	Survey and Focus Groups: students will know that we care and are interested in changing our impact on their experience at Lincoln for the better, —-- SEL/Culturally Responsive Instructional Practices: students will feel more connected to their teachers, peers, and school,		
	And… (this will be the benefit)	their social-emotional and educational experience will improve.		

		Fall	Winter	Spring
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Review SEL/Culturally Responsive instructional practices, including RJ, during pre-service days In September, 80% of teachers will use SEL/Culturally Responsive instructional practices regularly. Implement 9th Grade RJ and Anti-bullying curricula 1st Unit Planner should have been completed by June 2022	Continue PD By February, 90% of teachers will use SEL/Culturally Responsive instructional practices regularly. 2nd Unit Planner by end of first semester	Continue PD By April, 100% of teachers will use SEL/Culturally Responsive instructional practices regularly. 3rd Unit Planner by end of year
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		Affinity Group Surveys	Focus Groups Wellness Fair	Successful Schools Survey

	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)
How will we get the work done?	Admin/PLC Leaders/ Instructional Specialists	1.Review SEL/Culturally Responsive instructional practices, including RJ, during pre-service days		Aug. 2022	Item 2.2 Professional learning is provided for all staff and based on stakeholder input.
		2.Set the tone and goals for the year through articulation of Core values and data review			Item 4.4 School demonstrates ongoing and

| | | | | frequent progress monitoring in behavior and social-emotional status.

Item 6.1 All adults in the school, including instructional and non-instructional staff, have a shared understanding and responsibility for the success of all students.

Administrator is the instructional leader of the school and actively engages with faculty, staff and specialized educators in improving teaching and learning by leading design of a clear vision that guides instructional outcomes. |

	Admin/PLC Leaders/ Instructional Specialists	3. Develop LHS PD Calendar as a Leadership Team along with the guidance from the district PD calendar ● 2 PLC meetings/month; course alikes ● 1 All-staff Climate & Equity ● 1 Department	Aug. 2022	Item 2.2 Professional learning is provided for all staff and based on stakeholder input.
	Admin/PLC Leaders + 80% of teachers	4. 80% of teachers will use SEL/Culturally Responsive instructional practices regularly.	Sept. 2022	Item 4.6 School uses a schoolwide (Tier I) behavior and social-emotional curriculum or framework, such as Positive Behavioral Interventions and Supports (PBIS), or other research-based multi-tiered system of support or schoolwide strategies for behavior and social-emotional. Item 6.4 School assesses for and employs effective, culturally appropriate and sustaining practices.
	Admin/PLC Leaders/ Instructional Specialists	5. Monitor use of strategies and provide coaching to increase to 90% by mid-year	Feb. 2022	Item 2.1 A formal, structured and sufficient coaching system strengthens teaching and learning.

	Admin/PLC Leaders/ Instructional Specialists	6. Review needs of teachers who still need assistance using SEL/CR regularly. • Admin observations • PLC meetings • 9SST	Feb. – Mar. 2022	Item 2.3 Personnel evaluation is positive, structured and focused on improving teaching and learning.
	ALL	7. 100% implementation	April 2022	
How does this connect to the [***Graduate Portrait***](#) ***and*** [***RESJ Framework***](#)	Graduate Portrait	**Positive, Confident, and Connected Sense of Self** Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. **Resilient and Adaptable Lifelong Learners** Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.		
	RESJ Framework	**Identity** 1.2 Understanding of personal identity and ability to analyze and evaluate personal relationship to power, privilege and oppression in education. 1.3 Knowledge, comprehension and application of practices for positive cultural identity development. 1.4 Knowledge and comprehension of intersectionality and the multidimensionality of oppressions. 1.5 Ability to analyze and evaluate one's own actions and decision making and system structures to identify root causes of institutional racism and oppression. **Culturally Responsive Organization and Practices** 2.1 Knowledge and comprehension of foundations of culturally responsive practices and pedagogy. 2.3 Knowledge and comprehension of developmentally, racially and culturally responsive practices and strategies with students and families related to gender identity, sexual orientation, and gender expression 2.4 Ability to analyze and evaluate current practices and system structures to identify barriers, challenges and opportunities for the application of culturally responsive practices. **Implementing Strategies for Student Success - Closing the Opportunity Gap** 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes. 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success.		

		3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups. **Problems of Practice** 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes. 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues. 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.
Which PPS-specific domain(s) does this strategy support? In what ways?	Leadership	Set the tone via shared values. Share the data and action plan to improve the school for all students through our collective actions.
	Talent Development	Provide time for and empower PLC leaders/Instructional Specialists to plan and implement PD and work with their departments and individual teachers throughout the year.
	Stakeholder Engagement and Partnership	Gather, analyze, and act upon feedback from students.
	Well-Rounded, Coordinated Learning	Consistency between and among teachers and their practices will increase students' sense of belonging and engagement.
	Inclusive Policy and Practice	Listening to our students and consistently utilizing SEL/Culturally Responsive instructional strategies will increase student feelings of comfort and connectedness, which will enable them to grow socially, emotionally, and academically.

Additional strategies may be added to support this goal (example: Strategy 1.2, 1.3, 1.4, etc.)

Goal 2:	**9th Grade: For all groups of students below 90% course passage rates in ELA and history, we will increase course passage rates, which is an indication of proficiency in grade-level standards, to 90%. Note: for groups of students who were close to 90% passing, we set a goal of 95%.**			
What are we going to do?	**Strategy #2.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	create strong 9th Grade Communities with consistent practices and protocols,	
		Then… (this will happen)	all students will have the support and structure they need,	
		And… (this will be the benefit)	they will be able to pass their classes and develop the skills necessary to succeed at the next level.	
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring
		Data and all protocols shared with 9th Grade Teams CHSS PD, tbd Review and implement common FLI curriculum	Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, & plan/implement/monitor interventions Conduct empathy interviews	Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, and plan/implement/monitor interventions Implement credit recovery

		Agree upon and implement common Tier 1 practices Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, & plan/implement/monitor interventions	Create and implement classroom-based Tier 2 interventions After School Academy	Continue After School Academy
		Fall	Winter	Spring
	Measures of Evidence for Students (connect to your "and" statement)	Utilize qualitative and quantitative transition data to identify and support Tier 2 students Gather Mid-Term progress report data Gather Q1+ student grade data Review 9th Grade On-track Report All reporting periods and progress reports will be reviewed to plan for interventions throughout the year in Tiered Tracking Table	Gather and analyze 9th Grade Student Survey Gather and review 9th Grade Empathy interview data Gather and analyze Q2+ student grade data Review 9th Grade On-track	Gather Q3+ data and analyze student grade data Review 9th Grade On-track Review Successful Schools Survey data

	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)
How will we get the work done?	Teachers	1.ELA teachers will review the PPS Instructional Framework and new ELA materials and align them with the MYP framework and unit plans. 2. ELA teachers will assess proficiency using the MYP Criterion rubrics 3. ELA teachers will collaborate during course-alike time to align curriculum and assessment expectations, and policies, centering educational equity through culturally responsive teaching/assessing practices 4. Teachers will utilize inquiry-based and proficiency-based models throughout the year.		Review by Sept. 2022; alignment work is ongoing throughout this SY	Item 3.10 School provides Universal (or Tier I) ELA support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.

		5. Students will have opportunities to reflect on their learning and track their growth throughout the year.		
	Teachers (GenEd and SpEd), Counselors, Admin, 9th Grade Instructional Specialist	6. Share transition data for incoming freshmen with 9th grade teams, to include assigned SpEd teacher and counselors	Sept. 2022	Item 3.1 General and specialized educators work in teams to monitor academic student progress and plan instruction and support across tiers.
	Teachers	7. Commit to shared equitable grading practices and other shared structures (Tier 1)	Sept. 2022	
	Teachers	8. Agree to common assessments; increase writing to include on essay per quarter, including three literary analysis	Sept. 2022	Item 3.6 School provides Universal (or Tier I) literacy support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.
	Teachers	9. Complete and implement shared cross-disciplinary unit planner	Winter 2022	Item 6.2 Structured and scheduled time exists for educators to work together, collaboratively plan, and collaboratively teach across grade levels, content areas, and specializations.
	9SST: Teachers (GenEd and SpEd),	10. 9th Grade Student Success Team (9SST): Regularly monitor Tier 2 students' progress and impact of interventions	On-going	Item 3.5 School has clear academic

	Counselors, Admin, 9th Grade Instructional Specialist		decision rules based on progress monitoring data. Item 6.2 Structured and scheduled time exists for educators to work together, collaboratively plan, and collaboratively teach across grade levels, content areas, and specializations
How does this connect to the [***Graduate Portrait***](#) ***and*** [***RESJ Framework***](#)	Graduate Portrait	**Inquisitive Critical Thinkers with Deep Core Knowledge** Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. **Powerful and Effective Communicators** Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations. They are confident communicators who are mindful of the need to eliminate personal bias when developing content and are curious about other perspectives. They use effective listening skills to understand different points of view to develop material that is authentic, empathetic, and relevant to various audiences .They understand the power of information and how it can influence people's beliefs.	
	RESJ Framework	**Implementing Strategies for Student Success -** **Closing the Opportunity Gap** 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes. 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups.	

		Problems of Practice 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes. 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues. 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.
Which PPS-specific domain(s) does this strategy support? In what ways?	Leadership	Set instructional focus on 9th and 10th grades in alignment with MYP candidacy
	Talent Development	Empower Instructional Specialists to lead and coach teachers within the 9th Grade Communities
	Stakeholder Engagement and Partnership	
	Well-Rounded, Coordinated Learning	Common unit plans, assignments, and assessments aligned to standards
	Inclusive Policy and Practice	9th Grade Community classes are untracked with all students mainstreamed and utilize weekly 9SST meetings with MTSS model

Additional strategies may be added to support this goal (example: Strategy 2.2, 2.3, 2.4, etc.)

Goal 3:	90% of Algebra 1-2 and Geometry 1-2 students will demonstrate proficiency on all first semester learning targets.			
What are we going to do?	**Strategy #3.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	provide resources and effective professional learning supports aligned to standards-based mathematics instruction and monitor student progress,	
		Then… (this will happen)	teachers will implement effective math instruction using inquiry-based, proficiency-based instruction and intervene appropriately when students are not meeting proficiency,	
		And… (this will be the benefit)	students will meet their math learning targets and pass their courses.	

		Fall	Winter	Spring
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Review math adoption; attend PPS Instructional Framework PD in fall if not this summer Align instructional framework and new adoption with MYP Create and implement common Unit Planners	Monitor Tier 2 and 3 student progress Create and implement common Unit Planners	Review and revise common Unit Planners as needed from first term

		Inquiry-based Instructional Framework PD Review and renew common practices and protocols		
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		Q1 grades On-going formative assessment and common assessments	Q2 grades On-going formative assessment and common assessments	Q3 grades On-going formative assessment and common assessments

	Person or Team Responsible	Change Ideas to be Implemented This Year	Due Date	Related <u>FIT Item(s)</u> (Consider 1 or 2)
How will we get the work done?		1.Math teachers will review the PPS Instructional Framework and new math materials and align them with the MYP framework and unit plans.		Item 3.10 School provides Universal (or Tier I) mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.
		2.Teachers will utilize inquiry-based and proficiency-based models.		Item 3.15 Educators use Universal Design for Learning (UDL) across all tiers of support by utilizing the three principles of UDL (multiple means of engagement, representation, and action and expression).
		3.Teachers will plan together in course alike time throughout the year.		Item 5.3 School

				demonstrates the structures and supports for formalized, schoolwide collaborative instruction among peers.
		4. Teachers will use Thinking Classroom Problems (Peter Liljedahl) to provide structure for students to collaborative work to increase engagement and sense of belonging in the math classroom.		Item 5.3 School demonstrates the structures and supports for formalized, schoolwide collaborative instruction among peers.
		5. Students will be able to monitor their own performance through reflection and self-assessment activities in the math classroom.		Item 3.9 School demonstrates ongoing and frequent progress monitoring in mathematics
How does this connect to the _Graduate Portrait_ and _RESJ Framework_	Graduate Portrait	**Inquisitive Critical Thinkers with Deep Core Knowledge** Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They use strong number skills in real-world mathematics.		
	RESJ Framework	**Implementing Strategies for Student Success - Closing the Opportunity Gap** 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes. 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups.		
Which PPS-specific domain(s) does this	Leadership	Set instructional focus on 9th and 10th grades in alignment with MYP candidacy		

strategy support? In what ways?	Talent Development	Empower Math Department PLC Leaders & Instructional Specialists to lead and coach teachers within their department
	Stakeholder Engagement and Partnership	The Math Department worked collaboratively to develop this goal and will flesh out their units, progress monitoring, and interventions in course alikes throughout the year.
	Well-Rounded, Coordinated Learning	Common unit plans, assignments, and assessments
	Inclusive Policy and Practice	All mainstreamed students take Algebra 1-2 or higher to meet the math graduation requirements.

Additional strategies may be added to support this goal (example: Strategy 3.2, 3.3, 3.4, etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimesterly "Plan - Do - Study - Act" (PDSA) routines.
Example: Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

Survey data and focus group data will inform action steps and "PDSA" plan for Goal 1.

Course passage data will be reviewed quarterly, more often in 9SST, for Goals 2 & 3.

Evidence:
Site Council Minutes indicate quarterly review of data, available upon request.

9SST pulls data at every grading opportunity (PQs and Qs) and is available upon request.

The chart below is to be completed at the time of each review of goal data. Extra rows can be added as needed.

Perf or ma nce Up dat es	Date	Strategy (e.g. "1.1 Increase % of students reading at grade level…")	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more or different is needed?