



CSA Lincoln Elementary Improvement Plan 2020-2021

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Bartholomew Consolidated School District Mission/Vision

BCSC Mission

Deeper Learning is our individualized approach for preparing all learners to succeed in a competitive global economy and democratic society and to tackle the complex issues they will encounter.

BCSC Vision

BCSC demonstrates a community commitment to deeper learning for one...and all.

BCSC High Expectation Objectives

1. Provide a welcoming and diverse learning culture of respect, fairness, and trust
2. Advance a deep community commitment to all learners' health, personal and academic success
3. Enable achievement of core academic knowledge and varying levels of critical thinking
4. Foster multiple perspectives to develop global citizens
5. Provide multiple pathways that intellectually engage all learners
6. Promote and support agile, collaborative learning environments
7. Cultivate a commitment to a life-long learning process for all

CSA Lincoln Mission

To prepare socially engaged citizens who excel in an information and technology-rich society.

CSA Lincoln Vision

CSA is a revolutionary pathway for learning.



CSA Lincoln Elementary Executive Summary

Overview

Columbus Signature Academy - Lincoln (CSA) is a Project-Based Learning magnet school in the Bartholomew Consolidated School Corporation. Formerly Lincoln Elementary School, CSA Lincoln opened as a magnet in fall, 2008.

CSA Lincoln is a part of a larger, K-12, Project-Based Learning program. CSA Lincoln - along with CSA Fodrea - provides the K-6 portion, CSA Central is the middle school (7-8), and CSA New Tech is the high school.

There are 21 certified staff members at CSA. In addition to the fourteen classroom teachers, there is one and a half teachers for students with disabilities, three half-time specials teachers, one UDL Coordinator, one Peer Counselor and approximately fifteen support staff.

As a magnet program, CSA Lincoln has a diverse student body that presents a unique set of challenges. Our 366 students are:

- 49% Female, 51% Male
- 25% Free/Reduced Meals
- 6.5% English Language Learners
- 18% Special Education
- 77.3% White, 11.1% Latino, 5.7% Asian, 4.6% Multiracial, 1.6% Black

Students who attend CSA Lincoln come from a very broad geographic area that covers most of Bartholomew County and includes some students from outside of the district boundaries.

Safe Learning Environment

CSA Lincoln understands that for students to be successful, they need to feel safe, cared for, and encouraged to reach their full potential. Staff members start every day by greeting each student at the door. These relationships are fostered and supported through morning meetings, positive calls home to parents and school-wide PBIS routines. Students are recognized for upholding the school-wide expectations (Safe, Respectful, Responsible, Peacemaker) by receiving Husky Grams. Classes can also earn "Paws" for meeting group goals. As a school, we focus on teaching appropriate behaviors and supporting this learning process by providing visual reminders. Staff members utilize the Behavior Redirection Protocol that emphasizes the re-teaching of expected behavior.

As a staff we hold ourselves accountable by anonymously surveying students on a quarterly basis. With this Student Climate Survey, students are offered an opportunity to share their classroom experience with the administrator. This data allows for a conversation between the administrator and teacher to ensure that a positive learning environment is provided for all students.

Curriculum

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Curriculum is selected at the district level. Members of the school committee are involved in the selection process. Learning activities are individualized for each student in a way that supports achievement of expectations. Stations and instructional activities at each grade level are built around state standards and include research based practices as well as UDL guidelines. These include multiple opportunities for individualized learning and pacing for selected skills. In addition to providing individualized support in the classroom, teachers utilize the school-designed intervention time and SUCCESS TIME, on a weekly basis. District curricular materials are selected based on providing multiple examples of cultural diversity. At the same time, the materials are selected to address the needs and backgrounds of all learners.

Assessment

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. A description of the systematic review process for curriculum, instruction, and assessment:

- Common assessments
- Growth Model Report Cards
- Lesson plans aligned to the curriculum and critical standards.
- Standards and skills taught are continuously reviewed through both formal and informal assessments to ensure optimum mastery of skills. Weekly assessments are used to identify students in need of additional support, as well as standards that may require additional practice.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses on a routine basis.

Instruction

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. Being a project-based learning environment ensures students interact with the content through real-world experiences. Students are authentically engaged as the projects entail student voice and choice.

Students are provided with multiple means of expressing knowledge, as well as multiple forms of representation and assessment. Individual and small group opportunities are provided to review and address skills on a regular basis. Each lesson incorporates multiple means of representation, engagement, and action and expression. Teachers routinely participate with Professional Learning Communities (PLC) where student data is reviewed and utilized to drive instruction. Best practices are shared and conversations revolve around how to challenge students to dig deeper with their learning.

Cultural Competency

At CSA Lincoln Elementary, we believe that students are best served in an environment that is welcoming, safe and supportive. To that extent, we go to extensive lengths to build positive relationships and create a learning environment that is centered on student interest and enthusiasm around learning. We adhere to daily rituals that strengthen this bond. Teachers use a variety of methods in the classroom to learn about students and gain a better understanding of who they are, where they come from and how they best learn.

As a PBL school, many of the projects are focused on helping our community. From learning about community helpers in kindergarten to developing prosthetic prototypes for the local hospital, students are immersed in real world experiences that bring them face to face with the many issues surrounding our community and world. Teachers connect with community leaders and organizations. The Fireman's Cheer Fund, Columbus Police Department, Bartholomew County Public Library and the local animal shelter are often identified as community partners for projects.

As our student body continues to become more ethnically and culturally diverse, it will be important to ensure our instructional practices are responsive to these changes.

Family Engagement

Creating an environment that is welcoming is the best way to maximize parent engagement. At the beginning of the year, each teacher shares information with parents regarding how to volunteer in the classroom. Many parents volunteer on a consistent basis in classrooms. In addition, parents, grandparents and community members volunteer in the district Book Buddies program. This program focuses on supporting students who need additional support with learning to read fluently. This year our school initiated a new reading challenge called the CSA Baseball Reading Challenge. Students can earn rewards for meeting goals. In addition, parents are encouraged to read to their student if the student is unable to read yet.

Each teacher has a goal of making at least one positive contact via phone or in person with the parent of each student by the end of the first quarter. This is a great opportunity to build rapport with the family. Parent-teacher conferences are also conducted each semester.

In addition to the school website, the school informs parents weekly through the use of newsletters, social media updates, and text message reminders. Parents also have the ability to contact the school with any questions or concerns.

One teacher and the administrator attend regular PTO meetings. Also, a parent representative is a member of the CIC. Professional development around cultural responsiveness is part of district initiatives.

Technology Initiatives

Bartholomew Consolidated School Corporation supports a learning environment based on Universal Design for Learning principles. Our district focuses on removing learning barriers through online curriculum, 1:1 devices which include Chromebooks and Laptops, sound reinforcement, large displays or interactive displays, document cameras, a dynamic learning management system, online formative assessments, G-Suite, and educational software.

Transition to Elementary School (for Elementary Schools Only)

At CSA Lincoln Elementary, incoming kindergarten students have an opportunity to spend time in their classroom and with the teacher four times prior to the start of school. They attend the Kindergarten Open House, kindergarten screenings, Move-Up Day and a summer pizza party that is geared towards allowing students and parents to ask questions and become comfortable with their surroundings. Teachers also provide parents with resources to help prepare their child for success in kindergarten.

Goal: Safe and Caring Environment

Leading Measure	Current State	Targets	Outcomes
Attendance	Attendance - 97.30%	Attendance - 97%	PBIS - Attendance -
Social and Emotional Wellness	Staff Satisfaction Survey - 96% Student Climate Survey - 99.10%	Staff Satisfaction Survey - 100% Student Climate Survey - 100%	

Goal: High Academic Achievement

Leading Measure	Current State								Targets	Outcomes							
GMRC Standards Mastery	19-20	K	1	2	3	4	5	6	80% at all Grade Levels	20-21	K	1	2	3	4	5	6
	ELA	76%	79%	79%	56%	46%	66%	72%									
	Math	87%	86%	80%	81%	54%	60%	81%									
NWEA (New in 2020-21) Use NWEA BOY Scores for Current State	BOY 20-21	K	1	2	3	4	5	6	80% of students in Green + Blue in Phonics 80% of students in Green + Blue in Phonological Awareness 80% of students at or above RIT Norms	EOY 20-21	K	1	2	3	4	5	6
	Ph. Aw.	73%	85%	3%						Ph Aw							
	Phonics	78%	73%	3%						Phonics							
	ELA	62%	62%	54%	77%	51%	76%	74%		ELA							
	Math	74%	52%	63%	64%	53%	59%	81%		Math							
Indiana State Assessments	19-20		3	4	5	6	IREAD 3: 95% Passing ILEARN ELA & Math 20-21:85/80% 21-22:86/81% 22-23:87/82%			20-21		3	4	5	6		
	IREAD									IREAD							
	ILearn ELA									ILearn ELA							
	ILearn Math									ILearn Math							

Goal: HRS Level 3 Certification

Leading Measure	Current State	Targets	Outcomes
Marzano's HRS	High Reliability School Levels 1 & 2 Certified	High Reliability School Level 3 Certification	



Safe and Caring
Environment



CSA Lincoln SAFE AND CARING ENVIRONMENT 2020-2021

COMPELLING CHALLENGE	How do we work together, as a school, to create and sustain a strong parent-community-school environment?
CURRENT STATE	<ul style="list-style-type: none"> • Student Climate Survey: 99.10% • Staff Satisfaction Survey: 96% • Student Attendance Rate: 97.30 (August 2021)
TARGETS (WHAT)	<ul style="list-style-type: none"> • Teachers will score 100% approval rating on the Student Climate Survey • 100% of CSA Lincoln Staff are satisfied with their workplace based on Staff Satisfaction Survey. • Student Attendance Goals: <ul style="list-style-type: none"> ○ SY 20-21 97.2% ○ SY 21-22 97.4% ○ SY 22-23 97.6%
PBIS EXPECTATIONS (WHAT)	<ul style="list-style-type: none"> • Be Safe • Be Respectful • Be Responsible • Be a Peacemaker
STRATEGIES (HOW)	<ul style="list-style-type: none"> • Educate school personnel on LEAP conflict resolution strategy • Survey students each semester about the student-teacher relationship • Implementation of daily rituals
ADMINISTRATOR ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Educate school personnel on LEAP conflict resolution strategy • Track student attendance and communicate with parents as needed. • Teachers complete the Staff Satisfaction Survey
TEACHER ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Take action based upon administrator feedback from Student Climate Survey • Complete the Staff Satisfaction Survey • Use the LEAP strategy when having conversations with parents
STUDENT ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Complete Student Climate Survey
RESOURCES NEEDED	



High Academic Performance



CSA Lincoln HIGH ACADEMIC PERFORMANCE

English/Language Arts

Grades Kindergarten-Second

2020-2021

COMPELLING CHALLENGE

How do we work together, as a district, to ensure student performance in **phonological awareness, phonemic awareness, and phonics** that meets or exceeds grade-level expectations?

CURRENT STATE

	K	1	2
GMRC Q4 % Mastering 80%	RF 4.2	RF 4.1	RF 4.2
SY 16-17	100%	72%	89.6%
SY 17-18	90%	73%	65%
SY 18-19	100%	82%	86%
SY 19-20	76%	79%	79%

TARGETS (WHAT)

- Teachers will utilize Wonders as the primary resource for reading instruction
- Teachers will utilize multi-sensory instructional practices
- Teachers will utilize assessment vocabulary when applicable
- 80% of K-2nd grade students will score an 80% or above on RF.4.2 (K,2) and RF.4.1 (1st) based on NWEA Assessment

ACADEMIC STANDARDS (WHAT)

- Read and comprehend a variety of literature and nonfiction independently and proficiently

Grade	Standard	Brief Description
K	K.RF.4.2	Blend CVC sounds to make words
1	1.RF.4.1	Use letter-sound knowledge to decode words
2	2.RF.4.2	Use letter-sound knowledge to decode two-syllable words

STRATEGIES (HOW)	<ul style="list-style-type: none"> Teachers will utilize multi-sensory instructional practices
ADMINISTRATOR ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Develop administrators on phonological awareness, phonemic awareness, and phonics Focused conversations between principals and teachers using current data
TEACHER ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Utilize the adopted resource as the main component of reading Share best practices and strategies during PLCs that reflect student achievement Intentionality should be used with assessment vocabulary during instruction and common assessment creation Review the growth of each student and provide additional support and/or enrichment based on data. Focus on phonemic awareness, phonological awareness, and phonics Report on K.RF.4.2, 1.RF.4.1, 2.RF.4.2 Confer with students on their goals and growth
STUDENT ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Create goals on phonological awareness, phonemic awareness, and phonics Monitor goals on phonological awareness, phonemic awareness, and phonics
RESOURCES NEEDED	

Action Items:



CSA Lincoln HIGH ACADEMIC PERFORMANCE

English/Language Arts

Grades 3rd-6th

2020-2021

COMPELLING CHALLENGE

How do we work together, as a district, to ensure student performance in **reading comprehension** meets or exceeds grade-level expectations?

CURRENT STATE

	3	4	5	6
GMRC Q4 17-18 18-19 19-20	71% 66% 56%	64% 68% 46%	84% 72%	
IREAD 16-17 94.11% 17-18 97.8% 18-19 94.11% 19-20 20-21				
ISTEP+/ ILEARN 16-17 80.39% 17-18 80.40% 18-19 75% 19-20 20-21	16-17 80.39% 17-18 80.40% 18-19 75% 19-20 20-21	16-17 79.59% 17-18 78.70% 18-19 79% 19-20 20-21	16-17 83.67% 17-18 85.00% 18-19 77% 19-20 20-21	16-17 91.84% 17-18 86.00% 18-19 90% 19-20 20-21

TARGETS (WHAT)

- Teachers will utilize the adopted resource as the primary resource for reading instruction
- Teachers will be developed using the BCSC Reading Plan
- Teachers will be using a **constructed response** rubric to assess reading/writing comprehension
- Teachers will be using **assessment vocabulary** on all common assessments
- 85% of 3rd-6th grade students will Pass/Pass+ ELA ILEARN

ACADEMIC STANDARDS (WHAT)			
	Grade	Standard	Brief Description
	3rd-6th	RL.2.1	Read and comprehend a variety of literature independently and proficiently using text evidence
	3rd-6th	RN.2.1	Read and comprehend a variety of nonfiction independently and proficiently using text evidence
STRATEGIES (HOW)	<ul style="list-style-type: none"> Students will write a constructed response to reading when presented with reading passages to improve comprehension. Students will analyze text by using a close reading strategy when presented with reading passages to improve comprehension. During the PLC process, assessment vocabulary will be reviewed and highlighted so students are aware of the connection between standards and assessments. 		
ADMINISTRATOR ACCOUNTABILITY(HOW)	<ul style="list-style-type: none"> Conduct focused conversations between principals and teachers using current data Utilize look-for and focused questions to guide conversations with teachers 		
TEACHER ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Utilize the adopted resource as the primary resource for reading instruction Share best practices and strategies during PLCs that reflect student achievement Intentionality should be used with assessment vocabulary during instruction and common assessment creation Review the growth of each student and provide additional support and/or enrichment based on data Focus on reading comprehension weekly Conference with students about their reading comprehension goals 		
STUDENT ACCOUNTABILITY(HOW)	<ul style="list-style-type: none"> Create goals on comprehension Monitor goals on comprehension 		
RESOURCES NEEDED			



CSA Lincoln HIGH ACADEMIC PERFORMANCE

MATH

Grades Kindergarten-Sixth

2020-2021

COMPELLING CHALLENGE

How do we work together, as a district, to ensure student performance in the **math strand of computation** that meets or exceeds grade-level expectations?

CURRENT STATE

	K	1	2	3	4	5	6
GMRC	K.CA.1	1.CA.1	2.CA.1	3.C.6	4.C.6	5.C.4	6.C.2
16-17	100%	80.8%	93.7%	93.6%			
17-18	98%	80%	88%	81%	85%		
18-19	100%	91%	92%	67%	88%	90%	
19-20	96%	53%	77%	69%	41%	68%	93%
ISTEP+/ILEARN				16-17 76.47% 17-18 71.70% 18-19 71% 19-20 20-21	16-17 67.35% 17-18 76.50% 18-19 75% 19-20 20-21	16-17 77.55% 17-18 69.00% 18-19 79% 19-20 20-21	16-17 79.59% 17-18 84.00% 18-19 84% 19-20 20-21

TARGETS (WHAT)

- Teachers will be utilizing the **adopted resource**
- Teachers will be developed using **process standards**: perseverance, modeling, and precision
- Teachers will be using **assessment vocabulary** on all common assessments;
- 80% of K students will be proficient in GMRC Standard CA.1
- 80% of 1st-grade students will be proficient in GMRC Standard CA.1
- 80% of 2nd-grade students will be proficient in GMRC Standard CA.1
- 80% of 3rd-grade students will be proficient in GMRC Standard C.6
- 80% of 4th-grade students will be proficient in GMRC Standard C.5 and C.6
- 80% of 5th-grade students will be proficient in GMRC Standard C.4
- 80% of 6th-grade students will be proficient in GMRC Standard C.6
- 80% of 3rd-6th grade students will Pass+/Pass on ILEARN Math

**ACADEMIC STANDARDS
(WHAT)**

Grade	Standard	Brief Description
K	CA.1	Add and subtract using pictures up to the number 10
1	CA.1	Add and Subtract within the number 20
2	CA.1	Add and Subtract within the number 100
3	C.6	Multiply and Divide numbers 0-10
4	C.6	Add and Subtract mixed numbers and fractions with LIKE denominators
5	C.4	Add and Subtract mixed numbers and fractions with UNLIKE denominators
6	C.2	Add, Subtract, Multiply and Divide fractions and decimals

Process Standards

#1 - Make Sense of the Problem and Perseverance - Students will restate the problem in their own words and then develop a plan to solve the problem. They consistently evaluate their progress and modify their plan as needed.

They ask themselves, “Does this make sense?”

#4 - Modeling - Students can recognize math in real-life and also use math models to solve problems. They may use symbols, pictures, or concrete models to show their thinking and can show relationships to other ideas.

#6 - Precision - Students are efficient and accurate in both their calculations and explanations. They use the correct terminology, symbols, and units in their work.

STRATEGIES (HOW)

- 1. Teachers and students will utilize the adopted resource as the primary resource for math instruction.
- 2. Students will restate the problem in their own words and then develop a plan to solve the problem. They consistently evaluate their progress and modify their plan as needed. They ask themselves, “Does this make sense?”
- 3. Students can recognize math in real-life and also use math models to solve problems. They may use symbols, pictures, or concrete models to show their thinking and can show relationships to other ideas.

	<ul style="list-style-type: none"> • 4. Students are efficient and accurate in both their calculations and explanations. They use the correct terminology, symbols, and units in their work. • 5. During the PLC process, assessment vocabulary will be reviewed and highlighted so students are aware of the connection between standards and assessments.
ADMINISTRATOR ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Focused conversations between principals and teachers using current data • Utilize look-for and focused questions • Assure end of quarter assessments are given and assessed
TEACHER ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Share during PLC time best practices and strategies that reflect student achievement • Intentionality should be used with assessment vocabulary during instruction and common assessment creation • Review the growth of each student and provide additional support, feedback and/or enrichment based on data • Focus on math computation
STUDENT ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> • Create goals on computation • Monitor goals on computation
RESOURCES NEEDED	



HRS
Level 3



CSA LINCOLN HIGH-RELIABILITY SCHOOL- Level 3

2020-2021

COMPELLING CHALLENGE	How do we ensure professional growth through the certification of HRS Level 3?
CURRENT STATE	<ul style="list-style-type: none"> CSA Lincoln has earned Level 1 and Level 2 certifications for Marzano's High-Reliability School CSA Lincoln staff rated themselves an average of 4.40 on the High-Reliability Level 3 indicators. CSA Lincoln students rated our staff as an average score of 4.25 on the High-Reliability Level 3 indicators.
TARGETS (WHAT)	<ul style="list-style-type: none"> CSA Lincoln staff will become Level 3 certified by the end of the 2020-2021 school year.
STRATEGIES (HOW)	<ul style="list-style-type: none"> CSA Lincoln staff will participate in professional development opportunities during staff meetings to meet the criteria to be identified as Level 3. CSA Lincoln staff will utilize our Level 3 Action Plan in aligning current practices to the HRS model.
ADMINISTRATOR ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Provide coverage for teachers to attend professional development training by teacher leaders. Organize faculty meetings around HRS Level 3 work.
TEACHER ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Teachers will implement results from Level 3 Action Plan Teachers will be involved in evidence, data collection, and the certification process.
STUDENT ACCOUNTABILITY (HOW)	<ul style="list-style-type: none"> Participate in Level 3 Action Plan evidence collection
RESOURCES NEEDED	<ul style="list-style-type: none"> IPLI High-Reliability Survey Results