



# CANTON

## UNION SCHOOL DISTRICT #66

Every Canton student embraces Individuality and is Prepared, Respectful, Driven, and Empowered to pursue their future.

### **COLLABORATION**

Working together to reach a goal. Putting reading, writing, speaking & listening to work.

### **PROBLEM SOLVING**

Using a systematic process to work through the details of a problem to reach a solution.

### **CREATIVE THINKING**

Analyzing tasks in a new way. Linking learning to real world application.

### **INNOVATION**

Trying new approaches to get things done. Developing new ideas & solutions.

*CONNECT • CREATE • COLLABORATE*



**Lincoln Elementary School**

# Lincoln Social and Emotional Goal

90% of all students at Lincoln Elementary School will feel safe, cared for, welcomed, and supported which will be demonstrated by answering a 3 or 4 on the Lincoln Elementary SEL survey.

Implement “Know Me Know My Name”  
<https://ieanea.org/resources/know-me/> by September of 2019

Increase the number of opportunities for families to become involved/engaged at Lincoln Elementary School as evidenced by sign in sheets.

We will have at least one Family academic event sponsored per grade level and at least 10 school wide family events offered by May 2020.

Decrease the number of office referrals from the 2018-2019 school year. We will have less than 77 office referrals from August 2019 to May 2020.

- Implement and review SEL survey
- PBIS Review of Behavior Data
- SEL team to plan the implementation of “Know Me Know My Name”
- Review Student Attendance records
- PBIS Implementation
- PBIS Tier II training
- ALICE implementation
- Threat Assessment Team Established
- Zones of Regulation
- Webinar training for K-1
- Implementation of Zones of Regulation k-1 and as appropriate
- Implementation of Second Step
- Provide Lunch Bunch groups
- PD opportunities to staff and families on the Illinois SEL goals and Performance Descriptors
- Implement Family Engagement events
- Implement Club Unify
- Implement and Review the 5 Essentials Survey
- DOJO and Seesaw Implementation K-4
- Implement Lunch Bunch Groups

Increase the number of students who have a “Person”

Create more opportunities for family engagement

Utilizing the Zones of Regulation at k-1

Continue implementing Second Step and PBIS

SEL Surveys Data

Know name Know My Name Data Wall

Family Engagement Data

PBIS Data / Meeting Notes

**Targets**

**Indicators**

**Measures**

# Lincoln Mathematics Goal

In the 2019-2020 school year the percentage of students that are on target per grade level as evidenced by the annual Ready Math growth/expected report data will increase from the grade level cohort baseline by the determined percentage. (placement definition comparing students from the fall to the “end of the year view.”)

**Kindergarten:** 75%

**1st Grade :** 60%

**2nd Grade:** 60%

**3rd Grade:** 38%

**4th Grade:** 38%

By May 2020 40% of k-4 students who receive math instruction within the regular education classroom will meet their anticipated stretch growth as evidenced by the iReady Diagnostic Assessment.

At least 80% of students grades K-4 will attain fact fluency of at least 60% by the spring assessment as evidenced by the targets set for each grade level. A mid-point check will occur in December/January and the overall target may be adjusted.

School wide implementation of iReady online instruction (45 minutes per week, 90% of the time) with at least an average of 80% of lessons passed.

- Implementation and review of Fall, Winter, and Spring Diagnostic
- Math Team review of Diagnostic Results
- Implement iReady online instruction
- Administrative review of online instruction report
- Facilitate baseline common pre- assessment (Developed and decided upon by grade level team and Math committee)
- Implement instructional methods/tools to teach fact fluency(Snarg Splatt, Xtra Math, Math U See,
- Facilitate baseline common post - assessment
- Review IAR data and determine trends and surprises

Increase the percentage of students on target for Math

Increase math fact fluency

School wide implementation of iReady online instruction (45 minutes per week, 90% of the time) with at least an average of 80% of lessons passed.

IAR

iReady Benchmark

Grade level specific math fact assessments

Ready Math Report

**Targets**

**Methods**

**Indicators**

**Measures**

# Lincoln English Language Arts Goal

In the 2019-2020 school year the percentage of students that are designated as meets or exceeds on the IAR test (3rd and 4th) will increase:  
3rd Grade - 44%; 4th Grade - 37%

The percentage of students reading on or above grade level will increase according to the Fountas and Pinnell levels. K 8% or more 1<sup>st</sup> 40% or more 2<sup>nd</sup> 61% or more 3<sup>rd</sup> 63% or more 4<sup>th</sup> 56% or more

At least 80% of Students that participate in SUCCESS will attain at least a 60% on their informational writing assessments as evidenced by the Lucy Calkins writing rubrics by December 20th, 2019.

At least 80% of Students that participate in SUCCESS will attain at least a 60% on their opinion writing assessments as evidenced by the Lucy Calkins writing rubrics by May 2020.

- Facilitate Comprehension interviews and record data on the data wall
- ELA committee and SUCCESS planning review of Data
- Adjustment to Learning Groups
- Facilitate STAR Assessment
- Facilitate Pre-Writing Assessments as appropriate
- Analyze assessment results and use to guide instruction in classroom and during SUCCESS
- Facilitate Post-Writing Assessments as appropriate
- Purchase and distribute Text for Lucy C. curriculum (Review Lucy Calkins resources)
- Review IAR data and determine trends and surprises

Increase in the percentage of students reading at or above grade level

Improvement in students informational and persuasive writing skills

Evidence presented on the data wall

STAR

Fountas & Pinnell Comprehension Interviews

Lucy Calkins writing rubrics

**Targets**

**Methods**

**Indicators**

**Measures**