

# Lincoln Elementary School

School Based Strategic Planning SY2526

**The Lincoln Mission: *The Lincoln Elementary School Staff supports ALL students, ensuring academic, social, and emotional success at high levels in a safe and loving environment.***

## TEAM & COLLABORATION INFORMATION

Success Equation Team - <i>ILT, Team that will present mid year with you (should be compiled with a variety of stakeholders)</i>							
Sue Lovdahl Principal	Dean	Jon Zang - PE	Steph Noel Special Ed	Title	Jess Brown -1st Karen Fezler - K Allyson Maul -K	Sam Gregory - 2nd Jody Haskell - 3rd	District Admin Kelly Zoellner Tabitha Schweer

### Criteria for Success of the Plan

- Plan is written clearly and specifically so that it is actionable/measurable in nature
- Plan is focused, so that no more than 3 priorities are executed on for the school year
- Plan covers key components of running a successful school – Academic/SEL/Adult Culture strategy that will drive outcomes for your specific school
- Plan is written realistically accounting for the resources (i.e. people, time, and money) required to execute on it
- Plan meets the criteria/guidance designated for each section
- Those responsible for executing parts of the plan have seen it and are bought in prior to submission

## SCHOOL VISION and PLANNING OVERVIEW

Principal:	School:
Vision for the school & Student Experience: <ul style="list-style-type: none"><li>• Everyone in our school community feels seen, heard, included, and that their presence matters.</li><li>• Students know they belong and that being at school means contributing to something meaningful.</li><li>• We support academic and emotional growth by encouraging personal best each day.</li></ul>	

- We take shared responsibility for meeting student needs through teamwork and support.
- We partner with families through open communication and keep students at the center of all decisions.

Theory of Action of the Priorities: (how they all connect) If we _____, then we will see _____.	
High Level Priorities (area of focus)	Outcomes: School Goals ( <i>metrics that show the outcomes you expect to</i> )
<b>Priority 1:</b> All students feel like they BELONG at Lincoln Elementary School.	<b>Outcome 1:</b> Decrease chronic absenteeism from <b>31%</b> to <b>less than 20%</b> .
<b>Priority 2:</b> Students can explain and justify their mathematical thinking in written and oral responses.	<b>Outcome 2:</b> Increase the overall proficiency on Math iReady from <b>35%</b> of students <b>ranked mid or above</b> to <b>50%</b> of students ranked mid or above.
<b>Priority 3:</b> Students provide text evidence to support their ideas and use topic or text-specific language in written and oral responses.	<b>Outcome 3:</b> Increase the overall proficiency on Reading iReady from <b>39%</b> of students <b>ranked mid or above</b> to <b>55%</b> of students ranked mid or above.

Outcome 1: If students feel like they belong at Lincoln Elementary School, then we will decrease chronic absenteeism from 31% to less than 20%					
Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence-based practices. <ul style="list-style-type: none"> <li>• Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).</li> <li>• Use an action verb of observable behavior which must be done.</li> <li>• Write clear, concise statements that describe what you intend to accomplish. (Be specific.)</li> <li>• Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority.</li> </ul>	Metrics <ul style="list-style-type: none"> <li>• What are the quantitative outcomes that are associated with achievement of this strategic statement? (They may be an interim measure or directly related to a school goal measure)</li> </ul>	System for Monitoring <ul style="list-style-type: none"> <li>• How will your team know that you're making progress?</li> <li>• How and what evidence/data will be collected to measure growth towards meeting that priority?</li> <li>• How will your team respond if it isn't moving?</li> <li>• How will your team respond if it is moving?</li> </ul>	Person Responsible What person(s) will be responsible for executing?	Completion Date By when will you expect the action to be complete? If ongoing, indicate the frequency.
School Culture	Staff will greet students as they come into the building and/or classroom each day.  Staff will proactively communicate with students to reinforce expectations,	Increase in percentage of students responding positively to the survey item " I feel	Student Belonging Survey will be administered in fall (October) and Spring (April), results will be	Dean of Students, Principal	Action will be completed by May, 2026

	<p>encourage effort, and support emotional well-being.</p> <p>Staff will create positive, consistent rules for each area of the building (classroom, bathroom, hallway, cafe, etc.) These will be posted in the appropriate areas, and explicitly teach those expectations to students at the beginning of the year and review them monthly.</p>	<p>welcome at school from fall to spring.</p> <p>Decrease in behavior incidents occurring during arrival time and breakfast, as tracked in office discipline referrals.</p> <p>100% of classrooms and common areas have posted expectations by August 14th, 2025.</p> <p>All grade levels complete teaching of schoolwide expectations during the first two days of school, review them monthly, and reteach them at the beginning of the second semester.</p>	<p>reviewed by the Guided Coalition</p> <p>team and shared with staff.</p> <p>Office Discipline Data will be reviewed monthly by the Dean of Students to track patterns during arrival time.</p> <p>The Guided Coalition Team will review both data sources to monitor progress and adjust strategies as needed.</p> <p>Building walk-throughs will be conducted by the principal/Dean of Students every five weeks to confirm that expectations are posted and visible in all areas.</p> <p>Grade level teams will complete a simple checklist after initial teaching, monthly reviews, and January reteaching to confirm</p>	<p>Dean of Students/Principal</p>	<p>Action will be complete in May of 2026..</p>
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	Principal will do a 5 week cycle of observation and feedback on the Culture of Learning as it relates to belonging.		delivery of expectation lessons.		
Tracking Attendance	Lincoln Elementary will reduce chronic absenteeism by building strong connections with students and families, monitoring attendance closely, and providing consistent outreach and support to improve attendance habits.	<p>Chronic absenteeism will decrease from 31% to below 20% by the end of the school year.</p> <p>Teachers will enter daily attendance into Skyward with 100% accuracy.</p> <p>The school secretary will maintain a log of all absences, including parent-reported reasons and whether contact was made.</p> <p>All unverified absences will receive a same-day phone call from the office, and the outcome will be documented in the log.</p> <p>Students reported absent due to illness will receive a</p>	<p>Daily attendance is recorded by teachers in Skyward and tracked in a handwritten log by the school secretary.</p> <p>The principal and dean of students review the secretary's attendance log daily to verify contact has been made and to identify trends.</p> <p>Weekly Skyward reports are generated to monitor attendance patterns and flag students nearing or exceeding chronic absenteeism (10% or more).</p> <p>Students with five or more absences are flagged for Tier 2 intervention and monitored through</p>	Principal, Dean of Students, Secretary, Nurse, Assigned Staff members	Action will be complete in May of 2026

		<p>follow-up phone call from the school nurse to confirm symptoms and assess health concerns.</p> <p>A photocopy of the daily attendance log will be shared with the principal and dean of students to support follow-up and ensure transparency.</p> <p>Students with five or more absences will be flagged for Tier 2.</p> <p>An attendance intervention flowchart will be followed to guide Tier 1, Tier 2, and Tier 3 responses.</p> <p>All Tier 2 and Tier 3 interventions will be documented and reviewed regularly.</p>	<p>the school's attendance flowchart.</p> <p>Students in Tier 2 and Tier 3 are documented in the MTSS system, with notes on attendance interventions and parent outreach.</p> <p>The Guided Coalition Team will review monthly attendance data, monitor progress toward the goal, and adjust intervention strategies.</p>		
Family Engagement	Staff and school leaders will partner with families to form a Parent-Teacher Organization in the fall of 2026 to strengthen school-home communication,	A list of interested parents is collected at Open House and/or through follow-up	Principal and designated staff liaison will maintain a record of parent interest collected at	Principal and all staff members.	Action will be complete in May of 2026.

	<p>increase family involvement, and support a positive school climate.</p>	<p>communications by September 15th, 2025.</p> <p>A planning meeting with staff and interested parents is held by October 1, 2026.</p> <p>Bylaws, officers, and a shared calendar of meetings are established and shared with the school community by November 1, 2026.</p> <p>At least two PTO Meetings are held by the end of the 2026 school year.</p> <p>Parent and staff feedback is collected at the end of the year to evaluate the effectiveness and impact of the PTO.</p> <p>At Open House, all families will receive printed information highlighting the importance of</p>	<p>Open House and follow-up outreach.</p> <p>Meeting agendas, sign-in sheets, and minutes from planning official PTO meetings will be collected and stored in a shared school drive.</p> <p>Bylaws, officer list, and meeting calendar will be submitted to the principal and shared with the school community by November 1st, 2026.</p> <p>Participation logs and event feedback forms will be used to track engagement and inform end-of-year reflection.</p> <p>Guided Coalition team will review progress in winter and spring to assess sustainability and plan next steps.</p>		
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		regular attendance and how they can support at home.			
Diverse Learners	Lincoln Elementary will monitor attendance among diverse learners, including students with IEPs, 504 plans, English Learners, and students from all racial and cultural backgrounds and ensure they feel connected and supported through inclusive practices and strong family partnerships.	<p>Attendance data will be disaggregated monthly by subgroup (IEP, 504, ELL, race/ethnicity) and reviewed by the Guided Coalition Team.</p> <p>School events, (Open House, conferences) will include accessible communication (translated materials, interpreters) for ELL families.</p> <p>Staff will participate in a book study related to culturally responsive practices or inclusive school culture.</p>	<p>Attendance data will be disaggregated by subgroups and reviewed monthly by the Guided Coalition Team.</p> <p>Students with frequent absences will be flagged and discussed during Problem Solving Meetings.</p> <p>Staff participation in professional learning will be tracked to ensure support strategies are implemented consistently.</p>	Principal and all staff members	Action will be completed in May of 2026.
Resources: <i>What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?</i> <ol style="list-style-type: none"> <li>Teachers need training around learning acceleration.</li> <li>Teachers need training around learning acceleration.</li> </ol>					

*Fostering Resilient Learners* by Kristin Souers and Pete Hall will support staff in using trauma-informed strategies to strengthen student relationships and belonging. Through a school wide book study, teachers will explore how adversity affects behavior and attendance, and learn practical ways to create safe, supportive classrooms.

**Outcome 2: If students can explain and justify their answers in math, then there will be an increase in achievement scores on Math iReady from 35% of students ranked mid or above to 50% of students ranked mid or above.**

Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence based practices. <ul style="list-style-type: none"><li>• <i>Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).</i></li><li>• <i>Use an action verb of observable behavior which must be done.</i></li><li>• <i>Write clear, concise statements that describe what you intend to accomplish. (Be specific.)</i></li><li>• <i>Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority</i></li></ul>	Metrics <ul style="list-style-type: none"><li>• <i>What are the quantitative outcomes that are associated with achievement of this strategic statement? (The may be an interim measure of directly related to a school goal measure)</i></li></ul>	System for Monitoring <ul style="list-style-type: none"><li>• <i>How will your team know that you're making progress?</i></li><li>• <i>How and what evidence/data will be collected to measure growth towards meeting that priority?</i></li><li>• <i>How will your team respond if it isn't moving?</i></li><li>• <i>How will your team respond if it is moving?</i></li></ul>	Person Responsible <i>What person(s) will be responsible for executing?</i>	Completion Date <i>By when will you expect the action to be complete? If ongoing, indicate the frequency.</i>
	The master schedule will be designed to protect core math instruction, ensuring students are not pulled for services during lessons focused on priority math standards.	The master schedule reflects uninterrupted math blocks for 100% of classrooms, finalized before the first day of school.  Support schedules are aligned to avoid core math instruction time in 100% of grade levels by August 14th, 2025.  Teacher feedback collected in fall indicates that core math instruction time is being consistently preserved.			



	<p>Teachers will analyze student math writing samples and oral responses during PLCs every 4-6 weeks to identify patterns in reasoning, adjust instruction and provide targeted support.</p>	<p>PLC meeting schedules are submitted to the principal by September 15th and include a minimum of one math data discussion every 4-6 weeks.</p> <p>Student math writing samples are collected and reviewed at least every 4-6 weeks, with notes or summaries shared in a team folder of planning documents.</p> <p>Adjustments to instruction or grouping based on analysis are documented in PLC notes or planning forms.</p> <p>By the end of the semester 80% of teams used student work to inform instructional decisions.</p>	<p>The principal will create a building-wide PLC schedule and include it on the academic calendar at the start of the year. PLC meetings will take place on a designated day each week, preferably when teachers have a 50 minute planning period. The first PLC meeting of each month will include Title 1 staff, with substitute coverage arranged as needed. The third PLC meeting of the month will include resource teachers. The principal will attend PLC meetings on the designated day to support collaboration and instructional planning.</p> <p>Math writing samples and analysis notes will be stored in a shared team drive or folder for review by principal during scheduled check-ins.</p>		
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	<p>Teachers will provide regular opportunities for students to explain and justify their mathematical thinking using sentence stems, visual models, and structured discussion protocols.</p>	<p>Each grade level will identify and post math sentence stems in classrooms by September 15th, 2025. ("I solved this by. . . . .I agree/disagree because. . . . .")</p> <p>Walkthroughs show evidence of students engaging in math talk or justification in at least 80% of observed classrooms.</p> <p>Teachers include discussion or justification protocols in math lesson plans and PLC discussions</p> <p>Student work samples demonstrate increasing use of reasoning language and visual models throughout the year.</p>	<p>Walkthroughs and conversations will include follow-up on how PLC insights are informing instruction.</p> <p>The Guided Coalition team will review PLC documentation at the end of each semester to ensure that data analysis is leading to responsive instructional planning.</p> <p>Principal walkthroughs focused on evidence of students explaining and justifying their thinking.</p> <p>Student work samples collected during PLC cycles will be reviewed to track growth in use of reasoning language.</p> <p>The Guided Coalition Team will review progress each semester and provide feedback or additional support as needed.</p>		
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Family Engagement	<p>We'll help families support their child's math learning by sharing simple tools and student work that show how kids explain their thinking. Families will be included in activities and conversations that make math feel more clear and connected to home.</p>	<p>At least 90% of families will receive communication explaining how students are learning to justify their thinking in math.</p> <p>Math explanation sheets such as "Ask Me About My Math Thinking" will be sent home at least once per quarter.</p> <p>Student math work that includes written or verbal justification will be shared with families during parent-teacher conferences.</p> <p>A family math event (Math Night) will be held to engage families in understanding and supporting mathematical thinking.</p> <p>Feedback from families (short surveys) will show increased comfort in</p>	<p>Teachers will document when math sheets are sent home through Class DoJo.</p> <p>Parent -teacher conference forms/sign-in sheets, will include a section noting whether student math work was shared and discussed.</p> <p>Attendance at family math events (Math Night) will be tracked to monitor engagement levels.</p> <p>Informal feedback will be gathered from families through quick surveys, exit slips, or conversation notes to assess conference and understanding.</p> <p>The Guided Coalition team will review samples of classroom-family communication each quarter to ensure consistency and</p>		
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		supporting math learning at home.	alignment with the goal.		
Diverse Learners	<p>Teachers will support diverse learners in explaining their math thinking by using strategies that match their individual learning needs and giving them multiple ways to show what they know</p> <p>IEP case managers and ELL teachers will collaborate with classroom teachers to align math supports with student learning plans.</p>	<p>Teachers will consistently use differentiated strategies during math instruction to help diverse learners explain their thinking , as reflected in lesson plans, student work, or PLC discussions.</p> <p>Meeting notes will show that 100% of IEP case managers and ELL teachers meet with classroom teachers at least once per month to align math supports with student learning plans.</p>	<p>Lesson plans and instructional materials will be reviewed periodically to ensure differentiated supports ( sentence starters, visuals, manipulatives) are used to help diverse learners explain their math thinking.</p> <p>Student work samples from IEP, 504, and ELL students will be collected and reviewed each quarter to look for evidence of explanation and justification.</p> <p>The principal will review month collaboration notes to ensure IEP case managers and ELL teachers are regularly aligning math supports with classroom instruction. Follow-up will occur if needed.</p>		


Resources: *What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?*

3. *Teachers need training around learning acceleration.*

4. *Teachers need training around learning acceleration.*

Teachers may need support and professional development focused on helping students explain and justify their mathematical thinking. Possible training with Envision could strengthen staff confidence and instructional practices in this area.

**Outcome 3: If students can provide text evidence to support their ideas and use topic or text-specific language in written and oral responses, then there will be an increase in achievement scores on Reading iReady from 39% of students ranked mid or above to 55% of students ranked mid or above.**

Area of Emphasis	Strategic Statements Clarity on how a team is going to achieve measurable improvement using evidence based practices. <ul style="list-style-type: none"><li>• <i>Begin each statement with "teachers/Staff will..." (and/or which specific group of teacher and staff).</i></li><li>• <i>Use an action verb of observable behavior which must be done.</i></li><li>• <i>Write clear, concise statements that describe what you intend to accomplish. (Be specific.)</i></li><li>• <i>Make sure each teacher/staff strategy addresses the issues and connects back to the measurable priority</i></li></ul>	Metrics <ul style="list-style-type: none"><li>• <i>What are the quantitative outcomes that are associated with achievement of this strategic statement? (The may be an interim measure of directly related to a school goal measure)</i></li></ul>	System for Monitoring <ul style="list-style-type: none"><li>• <i>How will your team know that you're making progress?</i></li><li>• <i>How and what evidence/data will be collected to measure growth towards meeting that priority?</i></li><li>• <i>How will your team respond if it isn't moving?</i></li><li>• <i>How will your team respond if it is moving?</i></li></ul>	Person Responsible <i>What person(s) will be responsible for executing?</i>	Completion Date <i>By when will you expect the action to be complete? If ongoing, indicate the frequency.</i>
	Teachers will model and provide guided practice in using text evidence and topic-or-text specific vocabulary, and will provide regular opportunities for students to apply these skills in both written and oral responses	By January, 90% of classrooms will demonstrate evidence of teacher modeling and guided practice in using text evidence and academic vocabulary, as observed through classroom walk-throughs and instructional artifacts	The system for monitoring will include monthly classroom walkthroughs using a common observation tool, collection of instructional artifacts during grade level collaboration or lesson plan	Principal Teachers	Action will be completed in May of 2026.

		such as anchor charts, students writing samples, lesson plans, and graphic organizers.	reviews, and student work analysis during data meetings. Results will be shared quarterly with the Guided Coalition Team to inform ongoing support and professional development.		
	Teachers will implement a common, schoolwide rubric to assess students' use of text evidence and academic vocabulary in written responses, and will collaboratively analyze student work to inform instruction.	By January, 100% of grade-level teams will be using a common school-wide rubric to assess written responses, and 80% of students will score a 3 or higher (proficient) on at least one grade-level written response to reading.	Student writing scored with the common rubric will be collected and reviewed during grade-level meetings. Teams will discuss results and ensure they are using the rubric consistently.	Principal Teachers	Action will be completed May, 2026.
Family Engagement	Staff will provide accessible strategies for families to support reading at home , such as ways to discuss text evidence and vocabulary through Class DoJo, conferences, or take home materials prepared by support staff.	By January, at least 90% of families will receive reading support materials through Class DoJo, conferences, or take home packets, and grade level teams will document at least one method of family outreach related to reading strategies.	Teachers will log when reading support materials are sent home or shared with families using a simple shared tracker. The Guided Coalition Team will review the tracker	Principal Teachers Support Staff	Action will be completed May, 2026.

			quarterly to monitor progress.		
Diverse Learners	Teachers will use differentiated supports such as sentence frames, guided practice, and visuals, to help diverse learners cite text evidence and use academic vocabulary in both written and oral responses.	By January, teachers will use differentiated supports for diverse learners, as seen in walkthroughs and student work. At least 70% of diverse learners will show growth in using text evidence and academic vocabulary, based on a common rubric.	Principal will monitor use of supports during classroom walkthroughs, and teachers will bring student writing samples to PLC meetings to review progress using the common rubric.	Principal Teachers	Action will be completed by May, 2026
Resources: <i>What resources (i.e. coaching, materials, PD time, etc. will be required to support this priority)?</i> 5. <i>Teachers need training to determine what grade-appropriate content is.</i> 6. <i>Teachers need training around learning acceleration.</i>  Lincoln's Learning Partner will support the development and delivery of professional learning aligned to outcome number three, including strategies for teaching students to cite text evidence and use academic vocabulary in written and oral responses.					
