

**Lincoln Academy / Lincoln Hill High School: (SIP)**  
**Goals and Strategies for Realizing our 3-year Vision**  
**2022-2023, 2023-2024, 2024-2025**

GOALS	STRATEGIES
<p>Based on our data and what we have observed about student performance, in three year's time we want our student to achieve these goals:</p> <p><i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p>Based on our goals for students and what we have observed about student performance, in three years' time, we want our teachers to employ these strategies:</p> <p><i>Imagine a teacher providing instruction in front of their class; what will they do?</i></p>
<p>Literacy and Math Goals: (students will)</p> <ol style="list-style-type: none"> <li>1. Utilize schoolwide routines for learning (i.e. timelines, tools, steps to take when stuck, etc.)</li> <li>2. Become part of a risk-taking (academically and SEL) culture where they are comfortable and expect challenges in life and learning</li> <li>3. Develop an identity as learners with access to support in and outside the classroom</li> </ol>	<p>Literacy and Math Strategies: (teachers/staff will...)</p> <ol style="list-style-type: none"> <li>1. Engender trust and partnerships with students to engage in learning through advisory, explicit relationship building, and student feedback (surveys)</li> <li>2. Develop, explicitly teach, and consistently apply schoolwide supports for R/W/Math (this means we define broad T1 instructional practices for all students across all classrooms and structures to access T2 supports outside of the classroom (this number of students is small).</li> <li>3. Prioritize, teach, and co-construct routines that promote school culture and academic excellence despite previous challenges</li> </ol>
<p>MTSS Goals (students will...)</p> <p><u>Academic Goal:</u></p> <ul style="list-style-type: none"> <li>● Independently select and successfully utilize academic supports established by the school (moving toward doing this with fewer adult supports)</li> <li>● Improve passing rates in their classes by 15% as compared to previous cohorts</li> </ul> <p><u>Behavior Goal</u></p> <ul style="list-style-type: none"> <li>● Independently access school resources for behavioral support</li> <li>● Be aware of and be taught Tier 1 support (support vs. 'rules') and work toward independent regulation of self and others</li> <li>● Reflect on personal engagement in classes and how to improve engagement of self and others as appropriate</li> </ul>	<p>MTSS Strategies (teachers/staff will...)</p> <p><b>Supports:</b></p> <ul style="list-style-type: none"> <li>● Support students on academic probation by developing an academic plan using scaffolded resources. (Develop a schedule for teacher support days)</li> <li>● Strengthening Tier I Instruction across all classrooms <ul style="list-style-type: none"> <li>○ Focus on student proficiency of targeted standards.</li> <li>○ Use best practices for engaging students in their own learning</li> </ul> </li> <li>● Staff PD during the 2022-23 school year to develop broad Tier 1 supports for all students provided by all teachers.</li> <li>● During the 2023-2024 school year, develop Tier 2 interventions to provide additional time and differentiated support for student learning.</li> </ul> <p><b>PBIS</b></p> <ul style="list-style-type: none"> <li>● Develop Classroom/School-Wide Expectations (PBIS)</li> <li>● School-wide Expectations</li> <li>● Classroom Expectations</li> </ul> <p><b>Panorama (October 21 training)</b></p> <ul style="list-style-type: none"> <li>● Use Panorama to closely monitor student progress and provide early intervention for students needing academics/attendance/behavioral support.</li> </ul>