

Abraham Lincoln Elementary School

Lincoln Leopards

April 8, 2020

SRCS LCAP & Lincoln SPSA



LCAP Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Lincoln SPSA Goal 1: *Increase student literacy in Reading, Math, and Writing.*

LCAP Goal 2: Increase student and family wellness and engagement through the full service community school model.

Lincoln SPSA Goal 2: *Increase student/family wellness and engagement using multi-tiered support systems (MTSS) and decrease chronic absenteeism and tardiness to achieve an attendance of 95%.*

SRCS Theory of Action



If we improve the quality of practice **through** the continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.



Santa Rosa City Schools

2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 1- Life Ready Learners

Priority 2- Balanced Education

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Inquiry Cycle

Instructional Leadership and the MVP



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice as it relates to the MVP

Phase 2 Determine a Focus

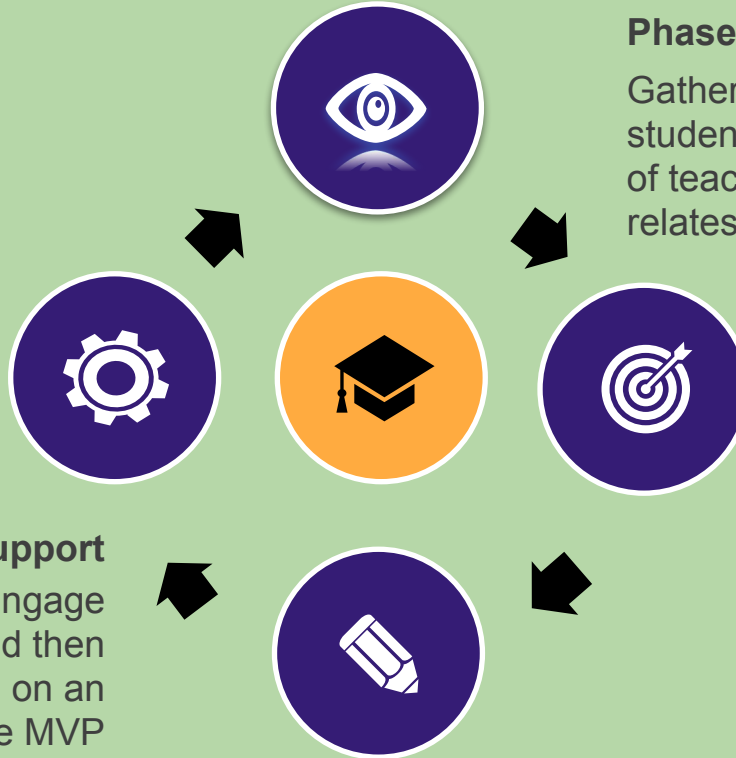
Teachers and leaders analyze evidence to identify an instructional focus area to meet the MVP

Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus to meet the MVP

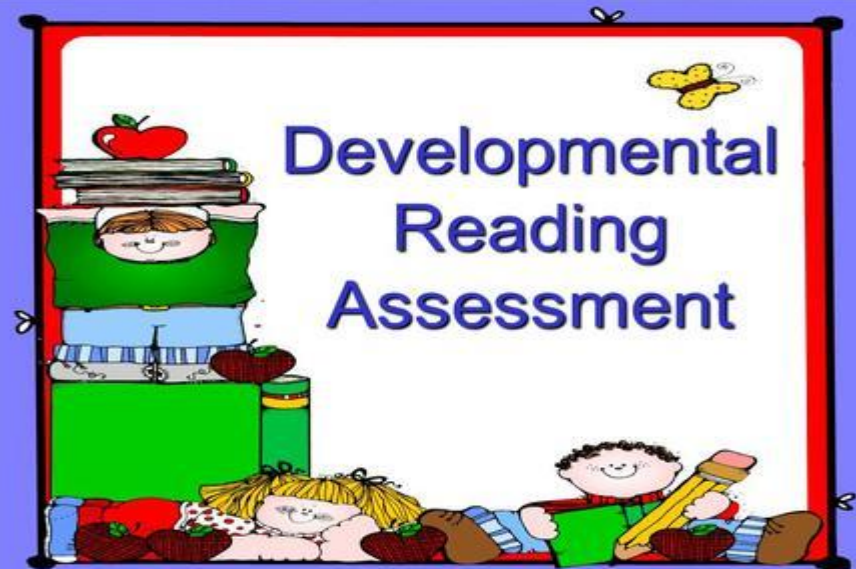
Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process, new learning, and MVP accomplishments



Phase 1 - Analyze Evidence

Let's Go Learn



DORA Grade 1st-6th

P1) Pre-Test: 8/1/2019 To 10/20/2019

P1 Count: 210

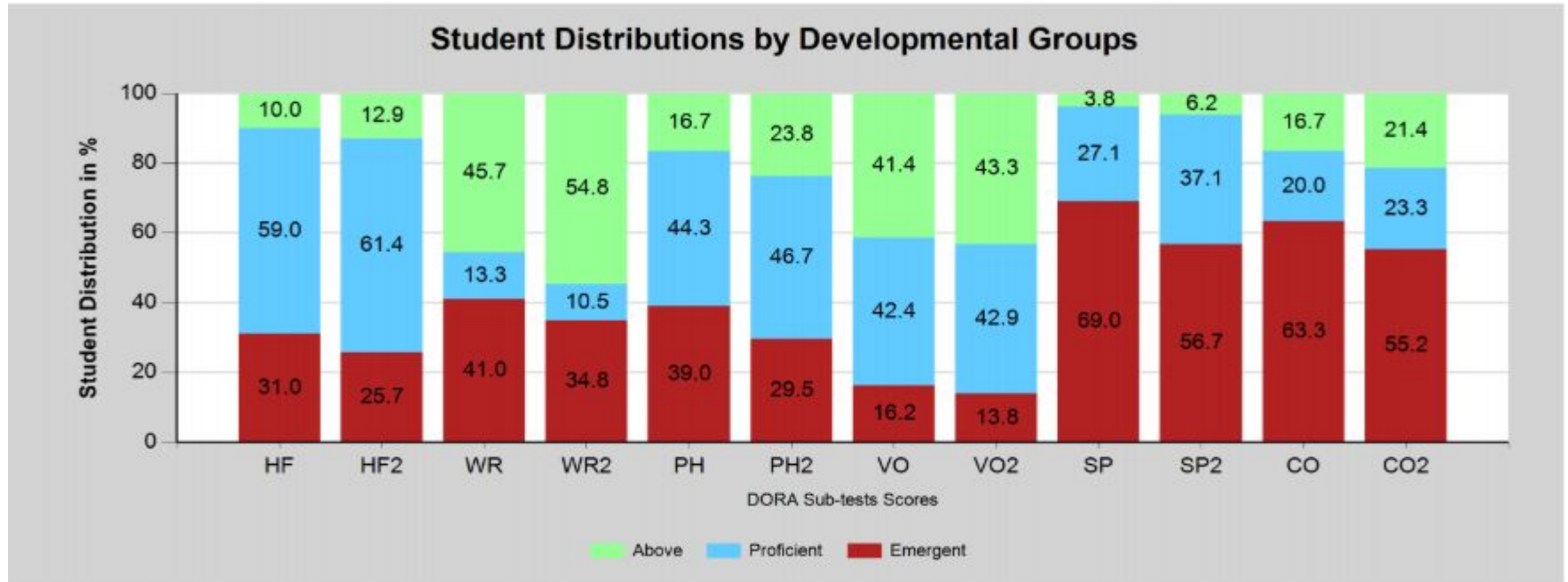
Grade Range: 1 to: 6.99

P2) Pre-Test: 11/2/2019 To 2/29/2020

P2 Count: 210

Mode: A

Sites: Abraham Lincoln Elementary School



ADAM 1st-6th Grade

P1) Pre-Test: 8/1/2019 To 10/20/2019

P1 Count: 204

Grade Range: 1 to: 6.99

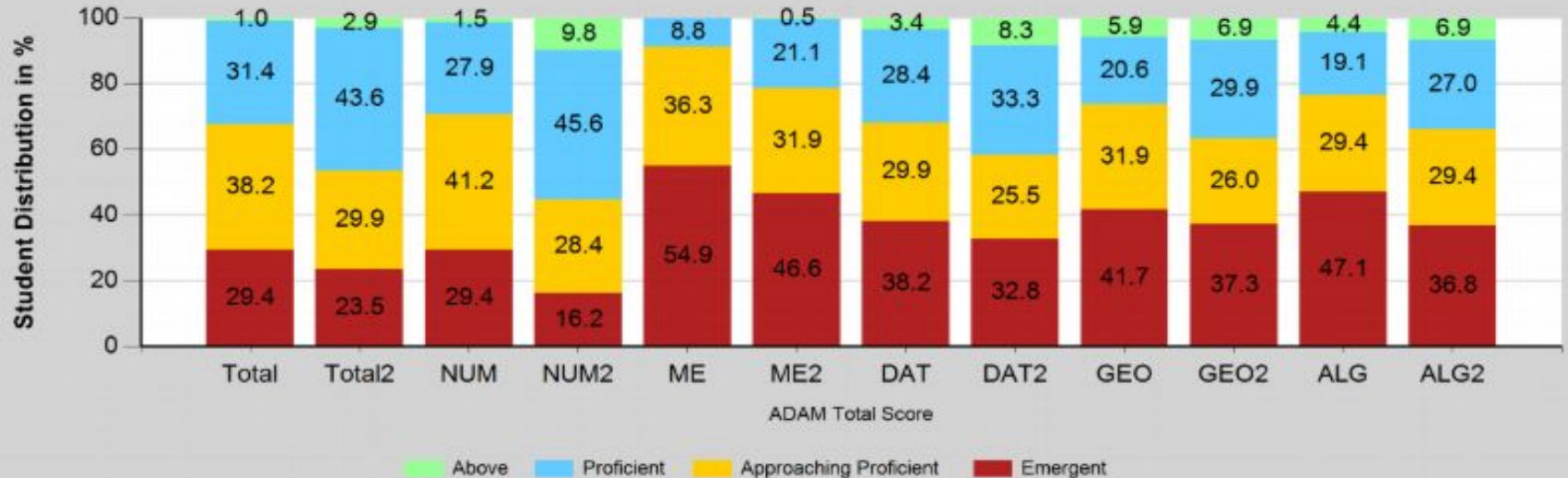
P2) Pre-Test: 11/1/2019 To 2/29/2020

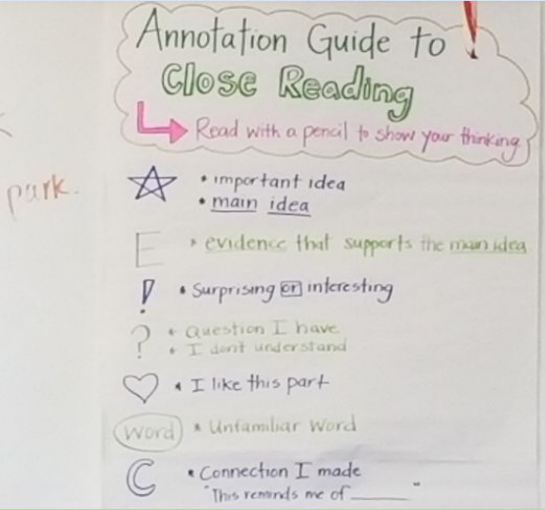
P2 Count: 204

Mode: A

Sites: Abraham Lincoln Elementary School

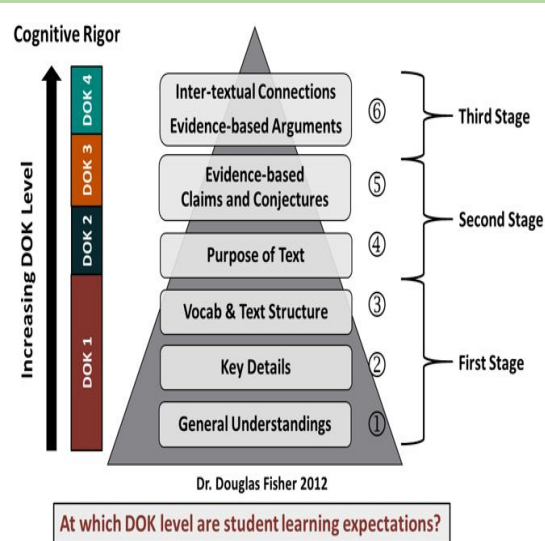
Student Distributions by Developmental Groups





Phase 2 - Determine a Focus

- Continue close and analytical reading strategies to develop a deep and precise understanding of a given text
- Continue increasing Depth of Knowledge (DOK) instruction and guiding students towards level 3 or 4 in constructed response to text based questions.



Phase 3 - Implement and Support

- Daily Intervention
- Walk Through Feedback
- Professional Development at staff meetings



- Collaboration with the Principal Days
- PLC Time
- After School Tutoring/ Computer Club



Phase 4 - Analyze Impact

- Teachers collaborate with the Intervention Team and principal
- Tier 1 and Tier 2 team meet to discuss data and support student needs
- Student Study Team provides support and collaboration with parents
- After School tutoring

● ● ● **Making Progress**



Reflection and Learning

- Opportunities for critical thinking and exposure to more DOK 3 and 4 makes an impact
- Consistency with implementation of close and analytical reading strategies are effective
- Student Engagement with use of academic language and student talk has positive impact



Barriers and Concerns

- Need more intervention support/after school tutoring
- Interrupted school year with crisis
- Unfilled positions and substitute turnover
- Attendance



Lincoln Student Attendance

2017-2018: 94.63%

2018-2019: 94.67%

2019-2020 through March 3, 2020: 93.83%

Factors for 2019-2020

- Month of October **92.67%** (**-2.635%** from last year)
- December-January: **91.10%** (**-2.88%** from last year)



- Continue to increase DOK 3 to 4 critical thinking opportunities
- Layer upon our knowledge and practice with increased Student Engagement
- Continue to review data to support student needs
- Continue to provide after school tutoring and computer club
- Adapt and persevere through uncontrollable interrupted school year
- Continue to work with parents on attendance, classroom rewards, as well as individual attendance rewards

Community Partnerships



La Plaza Nuestra Cultura Cura Our Culture Heals



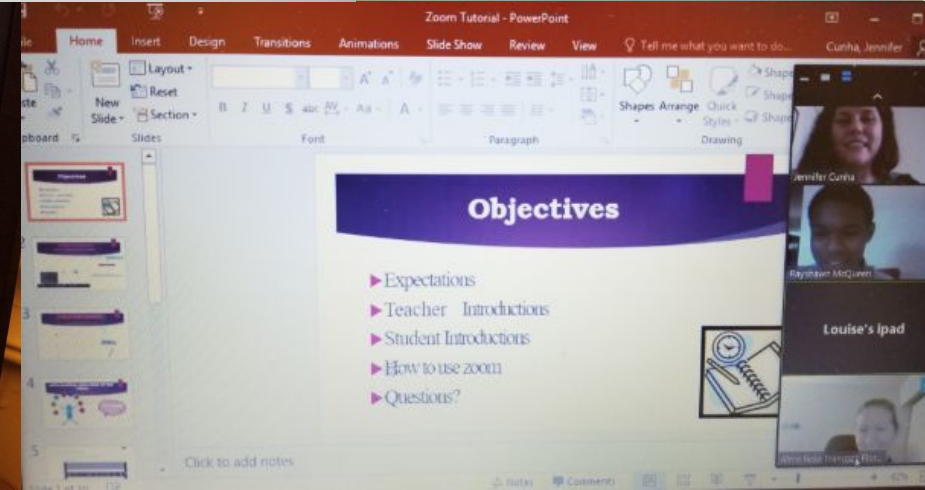
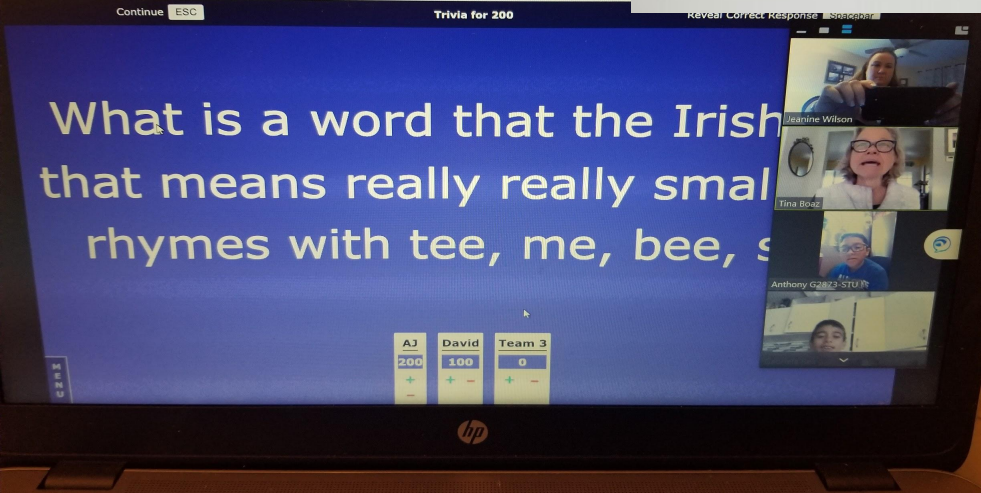
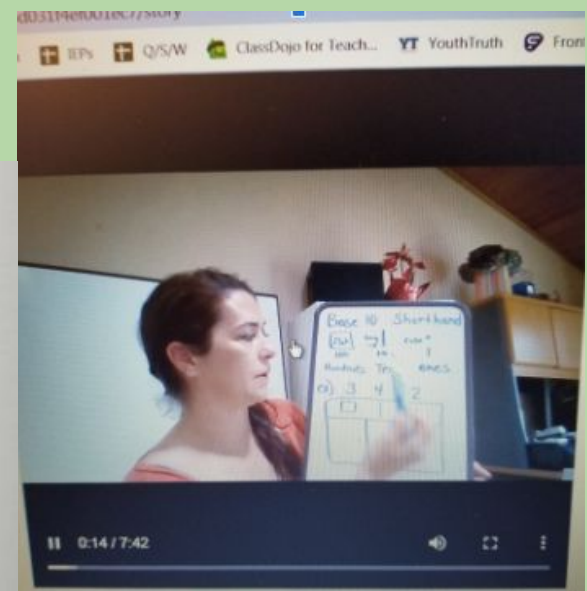
“A place where we come together to identify our own culturally centered ways of healing.”

- Art-Open Art Lab after school
- Food-Friday Fietas
- Community-Parent Cafe/Parent Voice Leadership Academy
- Dance/Song-La Plaza Singers
- Mindfulness & Stress Reduction
- Masculinity Intersectionality Consciousness (M.I.C.)

La Plaza Singing as One



Distance Learning



Distance Learning Testimonials

“The creative thinking outside the box that is happening.”

“My team is collaborating more now than we ever have.”

“I love the co-teaching aspect for Class Dojo and Google Classrooms and supporting each other.”

“I am finding things I will be able to have the kids use even after we return back into the classroom.”





Thank You
❤️ Lincoln