



Abraham Lincoln Elementary School

Dr. Jeanine Wilson
Principal
February 13, 2019

The Story of Abraham Lincoln Elementary



KA-6th Grade

CA Dashboard 2017-2018:

- 314 students
- 92.7% Socioeconomically Disadvantaged
- 77.1% English Learners

Dedicated to ensuring all students receive high quality instruction and learning opportunities.



Abraham Lincoln

School Site Council Members

Dr. Jeanine Wilson-Principal

Antonia Saucedo-Parent

Gabriela Zamora-Chairperson

Paola Lopez-Parent

Cynthia McDaniel-Secretary/Teacher

Maribel Lopez-Parent

Alma Conde-Teacher

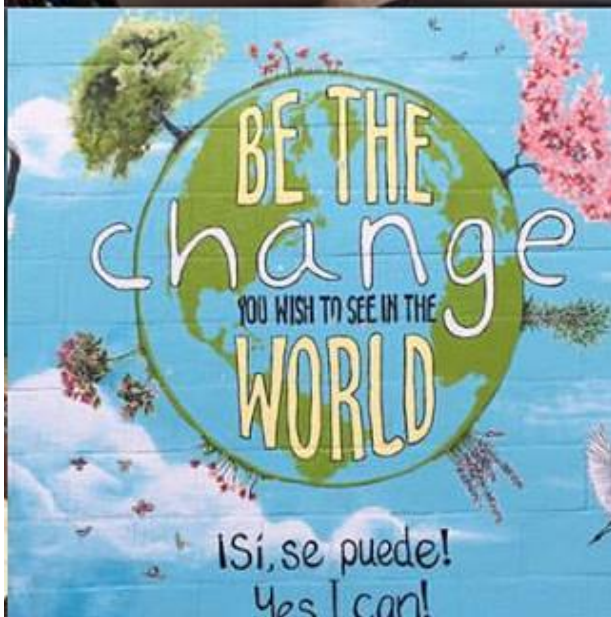
Mirella Rodriguez-Parent

Debbie Rummel-Teacher

Patty Cruz-Family Engagement

Tammy Affonso- Classified Staff

ELAC Officers, DELAC and DAC



ELAC Officers

Maria Bustamante

Paola Lopez

DAC Representatives

Paola Lopez

Gabriela Zamora

Maribel Lopez

DELAC Representative

Paola Lopez

SRCS LCAP & Lincoln's 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, differently abled, socioeconomic status, and/or the language spoken at home.



Inquiry Cycle

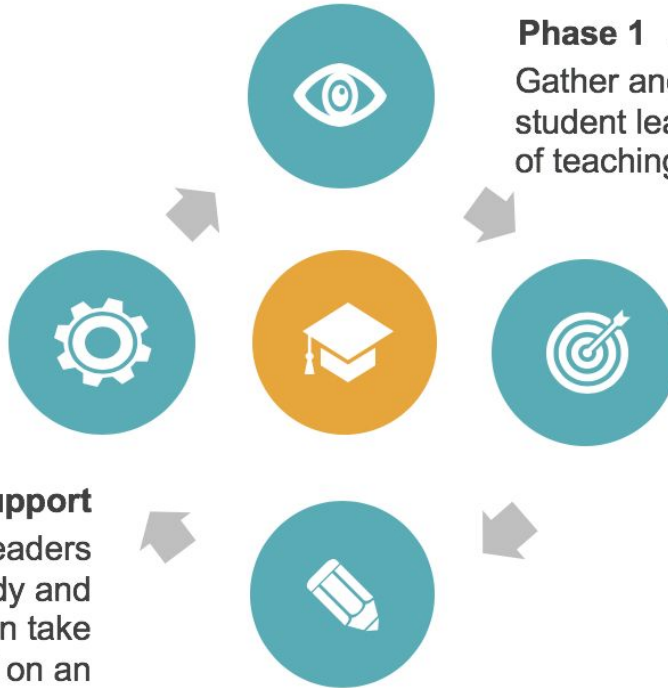
›Instructional Leadership

Phase 4 Analyze Impact

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

Phase 3 Implement & Support

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



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice

Phase 2 Determine a Focus

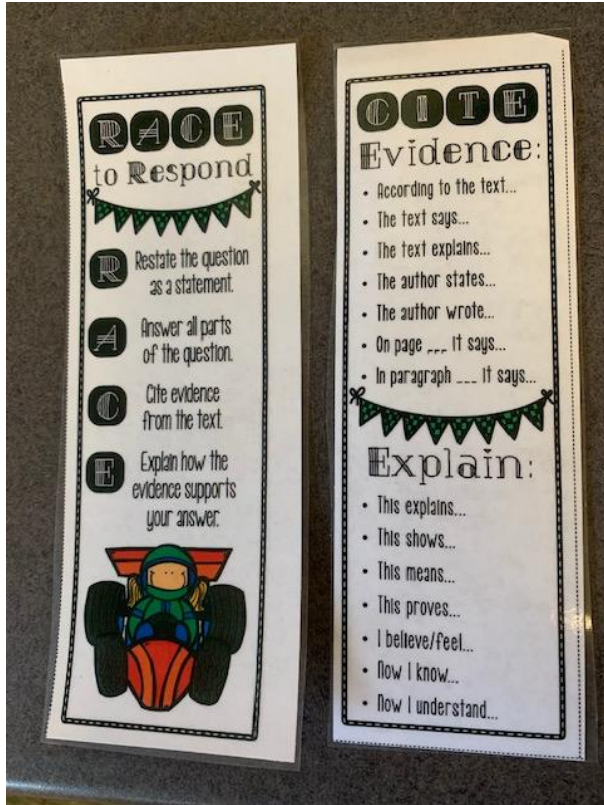
Teachers and leaders analyze evidence to identify an instructional focus area

Abraham Lincoln's Cycle of Inquiry

How can Lincoln improve the reading and writing skills of all students?

Reading: Close reading and analytical reading of various media used to develop a deep and precise understanding of given text.

Writing: The RACE (Restate, Answer, Cite, Explain) answer strategy is a method for guiding students towards a Depth of Knowledge (DOK) level 3 or 4 constructed response to a text based question.



Abraham Lincoln's Theory of Action in Action



Daily Intervention Instruction and ELD

Teachers on Special Assignment

Instructional Assistants

Classroom Teachers

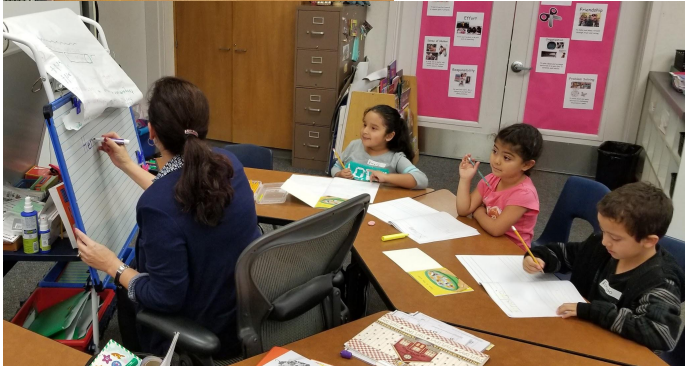
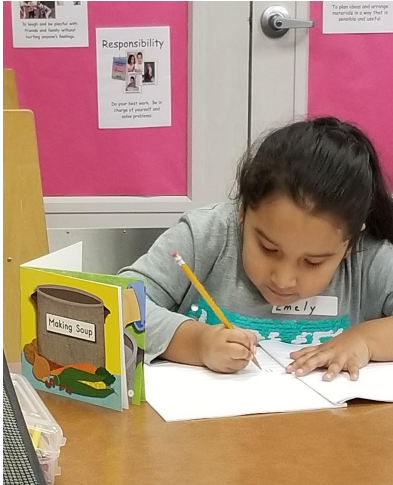
Students

Family Engagement Facilitator

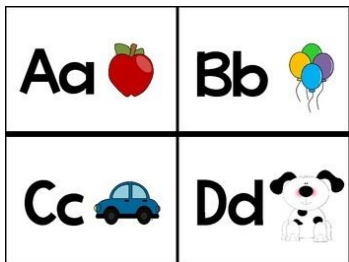
Administrator

Intervention and Evidence of Impact

- Students grouped by ability level
- 6-8 week sessions small group instruction
- Assessment and Monitoring/Grade Level meetings (TOSA, Teachers, Administrator)



Evidence: SIPPS LGL DIBELS
DRA HFW Reclassification Data



SIPPS: Systematic Instruction in Phonological Awareness and Phonics, and Sight Words

Levels: Beg 0, Beg 1, Beg 11, **Beg 21**, Beg 31, **Beg 41**, Extension Review 1, Extension 1, Extension 16, Challenge, **Passed**

Kinder: 41% mastery

Goal: Beginning 21

Levels + 0	Students 5
+ 1	5
+ 2	21
+ 3	5
+ 4	1

1st: 39% mastery

Goal: Beginning 41

Levels + 0	Students 9
+ 1	7
+ 2	15
+ 3	7
+ 4	3

2nd: 32% mastery

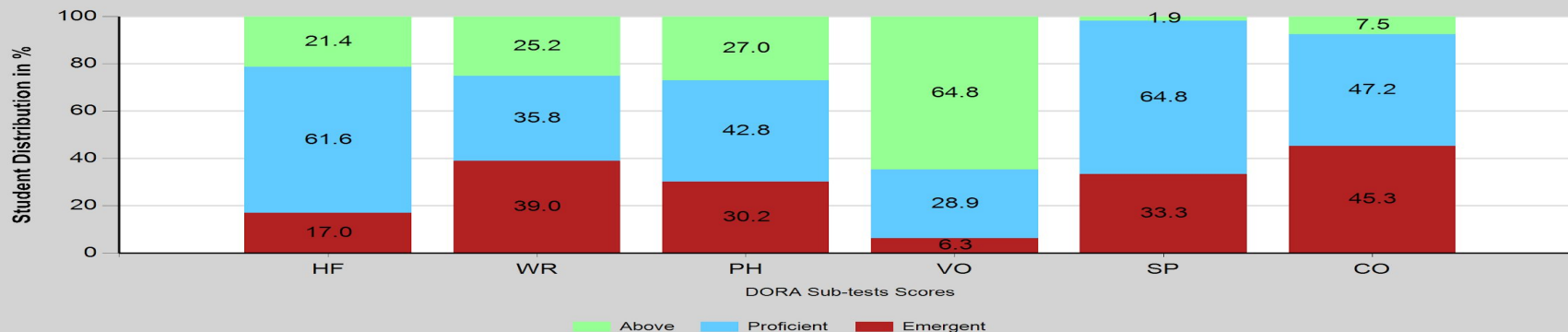
Goal: Passed

Levels + 0	Students 3
+ 1	12
+ 2	5
+ 3	9
+ 5	2

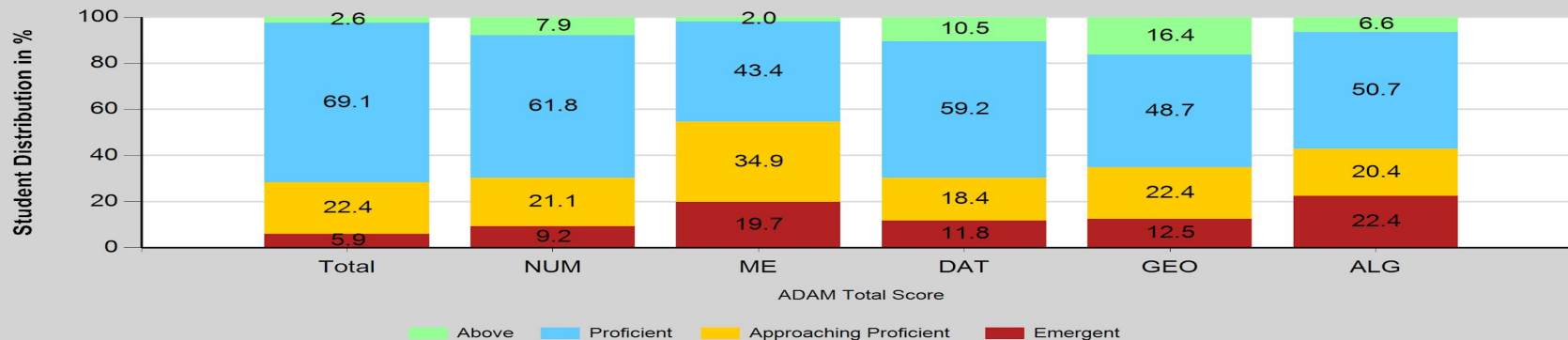
Kinder-3rd Grade

LGL DORA & ADAM

Student Distributions by Developmental Groups



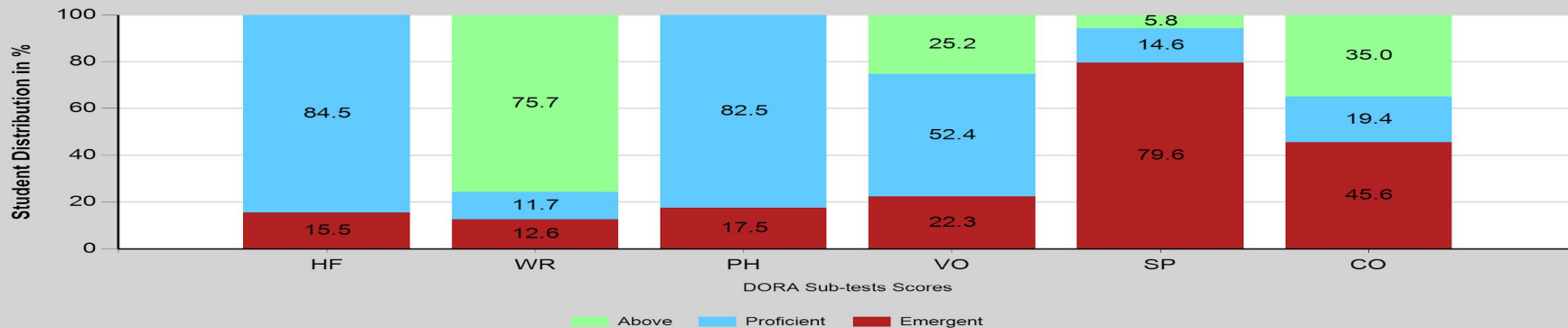
Student Distributions by Developmental Groups



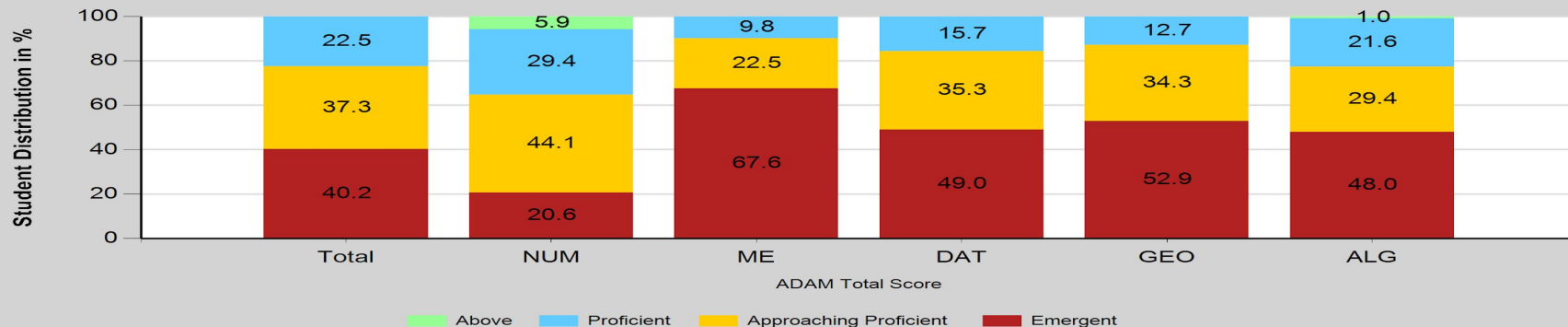
4th-6th Grade

LGL DORA & ADAM

Student Distributions by Developmental Groups



Student Distributions by Developmental Groups



Reclassified EL Students

2017-2018:

70 students 22%

2018-2019 to date:

61 students 21%





Lincoln Student Attendance

2017-2018:

94.63%

2018-2019 through January 25, 2019:

94.78%



Coherence

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.*

Inquiry: How can Lincoln improve the reading and writing skills for all students?

Central TOA: Address the equity and access for our students, while utilizing the cycle of inquiry to meet the needs of our students through instruction.

Data: SIPPS, LGL (DORA/ADAM), DIBELS, DRA, HFW, and Reclassification Data

Evidence of Impact: Increase in student data scores, as well as increase number of Reclassified students.

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%.*

Challenges to Overcome



Declining Enrollment

Patterns in Attendance throughout the calendar year



Familiarity with new curriculum

