

**Lincoln Public Schools  
Lonsdale Elementary School  
School Improvement Plan  
2022-2023**



## **Lonsdale Elementary School**

### **Profile**

Lonsdale Elementary School first opened in 1958. Since then, Lonsdale Elementary has worked to foster strong bonds within the community and provide a nurturing environment for students in their intellectual and communal growth. Lonsdale Elementary's commitment to academic excellence and building a community are mirrored in our student's academic success and throughout their life away from Lonsdale.

Our school community welcomes students' unique differences and challenges. The faculty work tirelessly to ensure that all students have access to a rigorous education curriculum aligned with state standards, which allows each student to reach their maximum learning potential and is tailored to their needs and learning styles. Our teachers are data-driven, work collaboratively, and implement best practices to provide an outstanding learning experience for all students. Our School Improvement Team establishes a continuous cycle of school improvement, informed by data, organized by targeted action plans, and monitored by student progress, to ensure the highest level of student achievement. Our commitment to increasing technology and blended learning allows students to engage in relevant and meaningful learning experiences while providing teachers with the tools to collect data, adjust teaching, and intervene with research-based strategies.

At Lonsdale Elementary, we strive to individualize instruction for our students and enhance not only their academic skills but their social-emotional skills as well. We take pride in our student's valuable contributions to local and global communities. Lonsdale works to instill kindness and empathy in our students through our school-wide P.B.I.S philosophy. Teachers focus on providing our students with varied opportunities to prepare them for their future.

### **Lonsdale Elementary School Mission Statement**

Lonsdale Elementary School is a society of teachers and students committed to individual excellence academically, socially, personally, responsibly, and ethically in collaboration with families and community members. We believe that all students will excel to the best of their abilities. In doing so, our classrooms are differentiated and paced so that all students reach their full potential with personalized learning.

## **BELIEF STATEMENTS**

We believe in the power of individuals.  
The Lincoln School Department has a responsibility to everyone to ensure that  
our school system is flexible enough so that  
no student is left behind.

### **FOR OUR CHILDREN:**

We believe that all children can achieve high standards.

We believe that all children bring to the school system their own gifts.

We believe that all children are inherently good and want a good life.

### **ABOUT OUR SCHOOLS:**

We believe that Lincoln schools are good and can continue to get better.

We believe that technology is an integral tool in achieving our goals.

We believe that we can nurture learning by creating an energized, healthy, safe and engaging environment.

**AS EDUCATIONAL LEADERS:** We believe that we are here to serve the community.

We believe that we must show the Lincoln community how to provide education for all children.

We believe that we must view our Strategic Plan as a guide that must constantly be reviewed, revised, and endorsed by all parents.

## **Lonsdale Elementary School's Core Values**

Lonsdale Elementary School's Core Values remain constant in an ever-changing world. The values provide the foundation for our work, influence how we conduct ourselves and engage with others.

### **1. Commitment to maintain, enhance, and support all students in English Language Arts.**

\*Analyze English Language Arts and Reading scores using PALS assessment for Kindergarten students, IReady, RICAS scores for students in Grades 3-5, and Fountas and Pinnell Benchmark assessments for Kindergarten-Grade 5.

\*Benchmark scores will be given and analyzed throughout the year to assess students' levels; and when needed, we will utilize the MTSS process to give assistance to those students who are in need of more support.

### **2. Commitment to maintain, enhance, and support all students in Mathematics.**

\*Analyze Mathematics scores using Eureka end module assessments for K-5, IReady, and RICAS scores for grades 3-5.

\*Identify Target Students from each testing who are below grade level, and in need of targeted and/or intensive intervention. When needed, we will utilize the MTSS process to give assistance to students who are in need of more support.

### **3. Commitment to maintain, enhance, and support all students in Science**

\*Analyze Science scores using Common Assessments to Adjust Instruction & Curriculum, end module assessments for K-5 in FOSS KITS, and NGSS scores for grade 5.

\*Implement evidence-based high-quality instructional practices utilizing the Next Generation Science Standards that focus on critical thinking, creativity, and collaboration.

### **4. Commitment to enhance communication between home and school.**

\*We believe communication is a shared responsibility for all members of the Lonsdale Elementary School community, including leadership, staff, students, parents, and community members.

\*We will develop and maintain regular, two-way, meaningful communication as a vital aspect of the educational experience via List-Serve, Lonsdale Elementary School Website, Lonsdale Parent/Teacher organization (LPT), and encouraging parent participation in various school activities.

### **5. Commitment to the Social and Emotional Well-being throughout the Lonsdale community.**

\*We respect and embrace individual differences and diversity within our community.

\*We respect and embrace the diversity among ourselves.

\*We believe that individuals develop within an environment that nurtures intellectual, social, emotional, and physical growth. \*We will distinguish our actions by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect for all in our community.

**6. Commitment to positive Health and Wellness for the Lonsdale community.**

\*Emergency safety plans are in place.

\*Teachers and students practice these safety plans monthly.

\*Nutritional food with multiple choices is offered to students and staff to ensure that all have balanced meals twice daily.

\*We are committed to increased opportunities for additional physical activities' breaks throughout the school day, including an additional 10 minutes for recess.

**7. Commitment to providing a clean, safe, and nurturing physical environment for student learning.**

\*We are identifying and targeting areas of school maintenance in need of improvements and updating.

**8. Commitment to improving students' knowledge and use of technology to prepare them for their future success in an ever-changing world.**

\*Opportunities for learning skills throughout the day.

\*Encourage teachers to increase the use of technology within the learning environment.

**ACTION PLAN – LITERACY**

All students will have equal access to a guaranteed, viable, personalized curriculum aligned to state and national standards through personalized, data-driven student-centered instruction. Students will demonstrate proficiency in analyzing text in all content areas

**Target:**

Students will improve in the area of ELA proficiency as demonstrated by common assessments and or state testing.

**RESULT STATEMENT:**

Increase the number of students who will demonstrate ELA proficiency using research-based skills and strategies of the learning process that include the essential areas of ELA. Students will demonstrate these proficiencies across applicable content areas.

Goal Statement	Strategies **Language Dive**	Responsible Parties	Expected Outcomes
<p>Goal Statement 1: By June 2023, all students in each grade will meet their growth target number in ELA as measured by the Reading i-Ready diagnostic.</p>	<p>Data from the September 2022 i-Ready Reading diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2022-2023 school year.</p> <p>Analyze data from the 2022 ELA RICAS and identify students who did not meet expectations. Consider recommending these students for our Multi-Tiered System of Support (MTSS) ELA sessions in the fall of 2022.</p> <p>Students who perform below grade level on the i-Ready diagnostic will be recommended for our (MTSS) ELA sessions in the fall of 2022.</p> <p>The use of Language dives as part of the</p>	<p>Administration                      ELA curriculum leader                      ELA and reading teachers                      MTSS team</p>	<p>Student achievement in ELA will improve.</p>

<p>Goal Statement 2: By June 2023, all students will demonstrate growth on grade-level benchmark writing assessments</p>	<p>EL curriculum will be used to address and improve vocabulary performance by students on the i-ready diagnostic. Progress will be monitored within vocabulary growth on the i-ready diagnostics and CPT/Professional responsibilities practice discussions..</p> <p>Data from the January 2023 i-Ready Reading diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2022-2023 school year.</p> <p>Students who perform below grade level on the January 2023 i-Ready diagnostic will be considered for MTSS ELA intervention sessions in the winter of 2022-23.</p> <p>Students who are not performing at grade level in ELA will be invited to participate in free Before-school ELA RICAS tutoring in the spring of 2023.</p>		
	<p>Data from the September 2022 Common Assessment will be collected and analyzed at each grade level to determine focus areas for the 2022-2023 school year.</p> <p>Analyze data from the 2022 ELA RICAS and identify students who did not meet expectations. Consider recommending these students for our Multi-Tiered System of Support (MTSS)</p>	<p>Administration          ELA curriculum leader          ELA and reading teachers          MTSS team</p>	

	<p>ELA sessions in the fall of 2022.</p> <p>As a class or small group, modeling will be done to practice writing exemplary responses using grade-level content for constructed response questions that incorporate text evidence and appropriate content vocabulary. The focus will be placed on inferences garnered from text and supported by evidence found in the text.</p> <p>The use of Language dives as part of the EL curriculum will be used to address and improve vocabulary performance by students on Grade level benchmark common assessments. Language dives will support students in identifying what response questions are asking to formulate clear, thoughtful and accurate writing responses.</p> <p>Progress will be monitored by improvements on grade level writing checklists/rubrics.</p> <p>Grade level teams will plan learning targets and activities congruent to grade level Writing standards and aligned with EL pacing guides and EL curriculum maps.</p>		
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**ACTION PLAN MATH**

All students will have equal access to a guaranteed, viable, personalized curriculum aligned to state and national standards through personalized, data-driven student-centered instruction. Students will demonstrate proficiency in analyzing text in all content areas

**Target:**

Students will improve in the area of MATH proficiency as demonstrated by common assessments and or state testing.

**RESULT STATEMENT:**

Increase the number of students who will demonstrate MATH proficiency using research-based skills and strategies of the learning process that include the essential areas of MATH. Students will demonstrate these proficiencies across applicable content areas.

Goal Statement	Strategies	Responsible Parties	Expected Outcomes
<p>Goal Statement Academic MTSS: By June 2023, students identified for an MTSS intervention will demonstrate improved performance in the targeted area of their intervention after a 10-week session.</p>	<p>Collect and analyze data from iReady, quarterly grades, attendance, school support check-ins, and office referrals.</p> <p>Identify students in need of academic or non-academic intervention.</p> <p>Progress monitor students receiving interventions through the MTSS framework.</p>	<p>Administration MTSS team Teachers</p>	<p>Student achievement will improve. Student well-being will improve.</p>
<p>Goal Statement SEL MTSS: By June 2023, we will improve the effectiveness of our social-emotional supports</p>	<p>Analyze the collected data quarterly to look for patterns and themes. Adjust student support systems to meet the changing needs of our students better.</p>	<p>Administration MTSS team Teachers</p>	<p>Students' social emotional needs will be better met.</p>

<p>targeted by the BST team</p>	<p>The Behavior Support Team will continue to meet weekly to analyze SEL data, identify areas of concern, and provide support to teachers around implementing appropriate interventions and methods for monitoring the intervention(s)</p> <p>Grades kindergarten and Grade 1 will continue to implement Kelso's Choice strategies and consult with school social worker.</p> <p>Formal training in the Kelso's Choice program will be scheduled in the future. Recess staff will be provided with Kelso's choice visual to assist students to problem-solving.</p> <p>Provide Ongoing PD to staff on SEL Classroom practices during Staff Meetings and/or in-service days. Identify teachers who are providing exemplary in-class instruction and tiered interventions for SEL and who are willing to share practices with staff and model for peer observations</p>	<p>BST Teachers School Support Staff Teachers</p>	
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Goal Statement	Strategies <b>**Language Dive**</b>	Responsible Parties	Expected Outcomes
<p>Goal Statement 1: By June of 2023, all students in each grade will meet their growth target number as measured by the Math i-Ready diagnostic.</p>	<p>Data from the September 2022 i-Ready Math diagnostic will be collected and analyzed at each grade level to determine focus areas for the 2022-2023 school year.</p> <p>Analyze data from the 2022 Math RICAS and identify students who did not meet expectations. Consider recommending these students for our (MTSS) Math sessions in the fall of 2022.</p> <p>Students who perform below grade level on the i-Ready diagnostic will be considered for MTSS Math intervention sessions in the fall of 2022 and/or Small group intervention.</p> <p>Data from the January 2023 i-Ready Math diagnostic will be collected and analyzed at each grade level to assess progress on the predetermined focus areas for the 2022-2023 school year.</p> <p>Students who perform below grade level on the January 2023 i-Ready diagnostic will be recommended for MTSS Math intervention sessions in the winter of 2022/23 and/or Small Group Intervention.</p> <p>Students who are not performing at grade level in Math will be invited to participate</p>	<p>Administration Math curriculum leader Math teachers Math Intervention teachers MTSS team</p>	<p>Student achievement in Mathematics will improve.</p>

	in the before-school Math RICAS tutoring in the spring of 2022.		
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## Lonsdale School Improvement Plan 2022

### Science

<p><b>District Goal:</b> Implementation of Next Generation Science Standards to Increase the number of students meeting proficiency on NGSS</p> <p><b>Lonsdale Goal 2:</b> Implement evidence-based, high-quality instructional practices utilizing the Next Generation Science Standards that focus on critical thinking, creativity, and collaboration.</p> <ul style="list-style-type: none"> <li>→ Increase the percentage of students proficient on the NGSS Science Assessment while decreasing the number of students who are below proficiency.</li> <li>→ Use Results of Common Assessments to Adjust Instruction &amp; Curriculum</li> <li>→ Determine Evidence that can be used to Determine the Pattern of Need</li> </ul>	<p><b>Assessment: Science</b> Students will demonstrate proficiency or show growth as measured by the district assessments in Science.</p> <p><b>Technology-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• School-Wide Membership with Mystery Science</li> <li>• Provide opportunities for technology-based assessments using I-READY for summative and formative assessments throughout the year</li> <li>• Provide opportunities to practice NGSS questions available on RIDE for summative and formative assessments throughout the year</li> </ul>
<p><b>ACTION PLAN – Science</b></p> <p>**Instructional staff engage in ongoing, focused discussion and collaborative reflections on the effectiveness of instructional practices</p> <p>All students will have equal access to a guaranteed, viable, personalized curriculum aligned to state and national standards through personalized, data-driven student-centered instruction. Students will demonstrate proficiency in analyzing text in all content areas</p> <p><b>Target:</b> **Teachers will unpack Next Generation Science Standards and identify materials and resources necessary to implement the standards in the 2022 school year.</p>	<p><b>RESULT STATEMENT:</b></p> <p>**Teachers will unpack Next Generation Science Standards to develop priority standards for each grade level identifying materials and resources necessary to implement these standards through the 2022 school year.</p> <p>Increase the number of students who will demonstrate proficiency using research-based skills and strategies of the learning process that include the essential areas of Science .. Students will demonstrate these proficiencies across applicable Science areas.</p>

## Lonsdale School Improvement Plan 2022

### Science

Students will improve in Science proficiency as demonstrated by common assessments and/or state testing	
<p><b>Changes in student learning behavior:</b></p> <p>What will students do to reach the identified results?          What new things will they do to learn? What things will they do more of?</p>	<p><b>Evaluation of success/reporting to families and community:</b></p> <p>How will the school know if their students reach the intended results? In light of what we have learned, how will we revise the plan for next year?</p> <p><b>Reporting to families and the community:</b> How will we share the results of the plan with the entire school community?</p>
<p><b>Changing instruction:</b></p> <p>What will teachers do to ensure students learn and develop the learning behaviors identified in the first column?</p>	<p><b>Resources, school and district:</b></p> <p>What support and resources will the school and district provide in order to achieve the results of this action plan?</p>
<p><b>Monitoring progress with timelines and adjustments:</b></p> <p>How will we measure progress towards the learning behavior and teaching changes we want?          How often will this occur? How will we keep the principal, parents, and SIT informed and involved?</p>	<p><b>Collaboration and support:</b></p> <p>When will we use the information we get from monitoring to improve learning and teaching?          When will we discuss the progress we are making?</p>
<p><b>Teachers will:</b></p> <p>-Teachers will unpack the grade</p>	<p><b>Supports &amp; resources needed:</b></p> <p>-Materials, visit to other schools who</p>
<p><b>Teachers will:</b></p> <p>-collect data and report out to</p>	<p><b>Time to meet and plan:</b></p> <p>-Instructional staff engages in ongoing, focused discussion</p>
<p><b>Students will:</b></p> <p>-Students will utilize The Discovery Education website at</p>	<p><b>Evaluation Results/ Reporting to Families &amp; Community;</b></p>

## Lonsdale School Improvement Plan 2022

### Science

<p>home and in school as a resource</p> <ul style="list-style-type: none"> <li>-Foss Monthly Calendar or students to work as a resource for inquiry-driven approach</li> <li>-Students will focus on basic skills.</li> <li>-Students will engage in hands-on inquiry-based science activities which align to NGSS/common core and connect cross Curricular</li> <li>-Students will understand the use of formative assessment as a tool to set goals and reflect on knowledge gained</li> </ul>	<p>level science standards</p> <ul style="list-style-type: none"> <li>-Teachers will identify and order materials and resources necessary for implementation</li> <li>-Teachers will pilot lessons using NGSS</li> <li>-Implementation of next generation science standards - working with the district curriculum director to identify areas of study for individual grade levels</li> <li>- develop units and provide professional development</li> <li>-Teachers will implement and teach an NGSS aligned units with an emphasis on the following science and engineering</li> </ul>	<p>analyze for public accountability.</p> <ul style="list-style-type: none"> <li>- Science Specialist East Bay Educational Collaborative</li> <li>-Teachers will create rubrics for lesson where applicable - Bring work samples to SIT meetings to engage in the self-study process while incorporating rigor -Progress monitoring continually</li> </ul>	<p>and collaborative reflections on the effectiveness of instructional practices</p> <ul style="list-style-type: none"> <li>-At grade level meetings, PD days, common planning time, RTI, faculty meetings &amp; SIT meetings Data meetings</li> <li>--Implementation of next generation science standards - working with the science curriculum director to identify areas of study for individual grade levels - develop units and provide professional development</li> </ul>	<p>have implemented NGSS.</p> <ul style="list-style-type: none"> <li>-Identify plan for involving stakeholders and research in future curriculum adoption</li> <li>- Evaluate how to support 3-dimensional teaching practice</li> <li>- Implementation of next generation science standards - working with the science curriculum director to identify areas of study for individual grade levels</li> <li>- develop units and provide professional development</li> <li>- <b>ADD</b> Discovery Education PD Progress Success</li> </ul>	<p>School ReportNight Report Cards Progress Reports Monday Memo SIT Meetings Skyward</p>
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# Lonsdale School Improvement Plan 2022

## Science

<p>and direction to move forward</p> <ul style="list-style-type: none"> <li>-Students will utilize science journals to record data on inquiries</li> <li>--Students will understand and utilize use of Rubric</li> <li>- Students will be comfortable in test taking by practicing and using good test-taking strategies</li> </ul>	<p>practices:</p> <ul style="list-style-type: none"> <li>#2 developing and using models</li> <li>#6 constructing explanations</li> <li>#7 engaging in argument from evidence</li> <li>-Teachers will familiarize themselves with modifications or accommodations for diversified learners and implement these accommodations</li> <li>-Participate in PD from Science Specialist East Bay Educational Collaborative</li> <li>-Teachers will reinforce and use common core and NGSS in</li> </ul>				
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# Lonsdale School Improvement Plan 2022

## Science

<p>planning. (volume 2 pgs 159-168 NGSS appendices)</p> <ul style="list-style-type: none"> <li>-Teachers will use differentiated instruction</li> <li>-Teachers will create rubrics when applicable to lesson use</li> <li>-Teachers will use multiple intelligences for student success</li> <li>-Utilize Formative assessment strategies</li> <li>-Teachers will progress monitor students.</li> <li>-Collaborate with co-teacher during preparation periods</li> </ul>			

**Strategies**

**Timeline**

**Participants**

## Lonsdale School Improvement Plan 2022

### Science

<p>1. Next Generation Science Standards - Teachers will be trained to implement the new Next Generation Science Standards. Teachers will incorporate more hands-on learning activities to encourage problem-solving with their students.</p>	<p>2022-2023</p>	<p>Administration Teachers</p>
<p>2. Implement evidence-based, high-quality instructional practices utilizing the Next Generation Science Standards that focus on critical thinking, creativity, and collaboration.</p>	<p>2022-2023</p>	<p>Administration Teachers</p>
<p>3. Teachers will unpack Next Generation Science Standards to develop priority standards for each grade level identifying materials and resources necessary to implement these standards through the 2022-23 school year.</p>	<p>2022-2023</p>	<p>Administration Teachers</p>
<p>4. Start a PLC, Professional Learning Community, for all science teachers focuses on:</p> <ul style="list-style-type: none"> <li>a. Understanding, designing, and evaluating 3-dimensional learning</li> <li>b. Creating assessments focused on evaluating student understanding and improving instruction</li> <li>c. Vertical articulation between and within all grade bands</li> <li>d. Continue to develop, pilot collaboratively, reflect, and revise NGSS -aligned units</li> </ul>	<p>2022-2023</p>	<p>Administration Teachers</p>

**Goal 4** Ensure that communication between home and school is regular and two-way

**District Parental Engagement Goal: Parents/Guardians are welcome in the school, and their support and assistance are sought**

<p><b>Strategic Focus Area:</b> Continue Positive Momentum to Enhance Public Relations: Enhance Communication between Home and School.</p> <p><b>ACTION PLAN – PARENT ENGAGEMENT</b></p> <p>Ensure that communication between home and school is regular and two-way, utilizing various methods</p> <p><b>Target:</b> To improve two-way communication. To improve parent outreach. To promote parent engagement opportunities. To provide multiple opportunities to become informed of all academic programs promoting a mutually respectful environment.</p>		
<p><b>Strategy:</b></p> <p>Develop School &amp; Team-Based Parent Listservs</p> <p>Create and Update Individual and Team Webpage</p> <p>Monthly PTO Meetings</p> <p>Monday Morning memo</p> <p>Social media and Web Page</p> <p>Skyward</p> <p>Community Alliance with Local Agencies</p> <p>Include parents and community members in as many school &amp; classroom activities as is feasible.</p> <p>Continue to motivate teaching and learning by adding reasonable</p>	<p><b>Activities</b></p> <p>Develop School &amp; Team-Based Parent Listservs</p> <p>Create and Update School Webpage</p> <p>Monthly LPT Meetings</p> <p>Monday Morning memo</p> <p>Social media and Web Page</p> <p>Skyward</p> <p>Encourage parent participation to assist with various activities</p>	<p><b>Responsibility:</b></p> <p>Principal and team leaders</p> <p>Dir./Principal/Secretary</p> <p>LPT</p> <p>Classroom Teachers</p>

incentives from parents and community		
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Strategies	Timeline	Participants
1. Increase parent usage on the school-wide list-serve and the Remind text service.	Summer/Fall 2019	Principal Teachers, Parents
2. Implement a school-wide survey regarding parent communication and involvement. (pre and post)	Fall 2019 Spring 2020	Principal, Parents, teachers, community
3. Analyze and address key concerns resulting from the parent survey.	Beginning spring 2022,	School Improvement Team
4. Increase parent participation in Principal meetings.	SY 2022-2023	Principal, parents

**Key Result Area:** Improved home/school communication  
**RESULT STATEMENT:** Parents/Guardians will play an integral role in student learning.

**Assessment:**  
 Analyze the results post-survey that will identify the areas of need.

**Goal 5:** Develop and implement a consistent approach for promoting healthy social and emotional development that maximizes academic growth.

*Create and embed systems for a multi-tiered system of support to meet the social-emotional needs of all students.*

**SEL Needs Assessment:**

Strategic Initiatives	School Based Considerations	Activities, Early Evidence of Change, Short-term Outcomes, and Final Outcomes
<p><i>Support school level needs to develop and sustain a three-tier model of instructional delivery and social-emotional learning.</i></p>	<p><i>Define the tiered support system for meeting students' functional academic and social-emotional needs.</i></p> <p><i>What priorities will you set for SY 2022/2023</i></p> <p><i>What are the strengths and weaknesses?</i></p>	<p>Activities</p> <p>Early Evidence of Change</p> <p>Short-Term Outcomes</p> <p>Student improvement between tiers</p>
<p><i>Provide differentiated support to students based on identified functional academic and/or social-emotional</i></p>	<p><i>What is the system for implementing and monitoring RTI/BST in your school?</i></p>	<p>Activities</p>

<i>needs.</i>	<p><i>What aspects of RTI/BST need attention?</i></p> <p><i>What resources do you need to build capacity to implement an effective RTI process?</i></p>	<p><b>Early Evidence of Change</b></p> <p><b>Short Term Outcomes</b></p> <p><b>Student improvement between tiers</b></p>

Strategic Focus Area: Maintain Enhanced Educational Qualities: Social/Emotional Learning

Identify 2-3 high leverage strategic initiatives that you are prioritizing for the upcoming year. Fill out the below-detailed timeline. Fill out a timeline for each high-leverage strategic initiative you will be prioritizing.

<b>Strategies</b>	<b>Timeline</b>	<b>Participants</b>	<b>Evidence of Effectiveness</b>	<b>Resources Needed</b>
Review objectives, expectations, and main components of Responsive Classroom and PBIS	SY 2022/2023	PBIS Team, Administration, Social Emotional building staff	Decreased # of office referrals	Meeting time

<p>Tiered levels for PBIS recognition K-2 PAWS 3-5 Bracelets Bus behavior is also recognized</p>	<p>ongoing</p>	<p>Teachers Building staff Bus monitors</p>	<p>Students recognized for exemplary effort toward expectations, K-2 class charts to fill for a whole class reward, 3-5 bracelets for recognition and VIP access to lunch line &amp; other special benefits</p>	<p>Paws, paw charts, rubber bracelets, various tangible rewards</p>
<p>Research social, emotional programs and identify a program to use.</p>	<p>SY 2022/2023</p>	<p>Administration Social Emotional building staff</p>	<p>Program will be implemented</p>	<p>Kelso's Choice materials have been purchased</p>
<p>Identify possible tiered supports to address students' SEL needs and share with staff</p>	<p>SY 2022/2023</p>	<p>Administration RTI/BST Teams</p>	<p>Teachers will be informed which supports will be available</p>	<p>Meeting time Administration's input</p>
<p>Provide Ongoing PD to staff on SEL Classroom practices during Staff Meetings and/or in-service days. Identify teachers who are providing exemplary in-class instruction and tiered interventions for SEL and who are willing to share practices with staff and model for peer observations</p>	<p>SY 2022/2023</p>	<p>Administration</p>	<p>Teachers will implement learned strategies</p>	<p>Time for teachers to observe colleagues</p>
<p>Behavior Team will continue to meet weekly to analyze SEL data, identify areas of concern, provide support to teachers around implementing appropriate interventions, and methods for monitoring the intervention(s)</p>	<p>SY 2022/2023</p>	<p>Behavior Team</p>	<p>Running records/meeting notes</p>	<p>Time for meetings</p>

<p>Grades kindergarten and Grade 1 will continue to implement Kelso's Choice strategies and consult with school social worker. Formal training in the Kelso's Choice program will be scheduled in the future. Recess staff will be provided with Kelso's choice visual to assist students to problem solve.</p>	<p>SY 2022/2023</p>	<p>Classroom teachers Social Emotional Support Staff</p>	<p>Kindergarten and Grade 1 will implement program with Social Worker Support</p>	<p>Training time/ time for observation and planning</p>
<p>Implement social-emotional curriculum grades kindergarten and first.</p>	<p>SY 2022/2023</p>	<p>Classroom teachers Social Emotional Support staff</p>	<p>Behavioral concerns will decrease</p>	<p>n/a</p>
<p>PLC on Growth Mindset/</p>	<p>SY 2022/2023</p>	<p>School wide Administration</p>	<p>Teachers using Language and Strategies from Curriculum</p>	<p>Training time</p>
<p>Student of the Month breakfast</p>	<p>SY 2022/2023</p>	<p>School wide and Administration</p>	<p>Students in the general population are emulating the students who were nominated previously and striving to be chosen.</p>	<p>Food, Certificates, balloons.  *can we get community partnerships with S&amp;S, Target, ...</p>
<p>Implementation of the Special Olympics initiative; Unified Champion Schools.</p>	<p>SY 2022/2023</p>	<p>PBIS team, Student Leadership Team, Social Emotional staff, Special Olympics Liaison</p>	<p>Students accepting differences and practicing inclusion throughout the school day, especially during recess and lunch.</p>	<p>Time to plan the activities</p>



**Key Result Area:**

Focusing on the social/emotional growth of all students at Lonsdale based on the Rhode Island Social Emotional Learning Standards

**Assessment:**

Successful implementation of kindergarten and grade 1 social-emotional program/curriculum and decreased kindergarten and first grade behavioral referrals by 10%. Completion of PLC, Growth Mindset.