School Continuous Improvement Plan
2024-2025

Please see this document for an overview of expectations and process.
Title I schools are required to address the supplemental questions in this document in your plan.

School: Lincoln High School		Principal	Peyton Chapman	Date: September 28, 2024
Vision		Lincoln High School students will be responsible, creative members of our global community with a passion for life-long learning and the confidence and skills necessary to embrace human diversity, advance equity and contribute to their community as innovative stewards of our planet.		
Mission		As an International Baccalaureate (IB) World School, Lincoln emphasizes a global curriculum in which all students find belonging and reach their full potential. Lincoln strives to meet the needs of every learner in a positive, supportive environment and to provide the highest quality college and career preparation through the IB program, College and Career Technical Education (CTE), Advancement Via Individual Determination (AVID), and robust extra-curricular opportunities. These programs encourage students to think creatively, critically, and reflectively so they can be responsive to cultural and individual diversity and become compassionate, contributing members of our global community.		
IB Mission		Lincoln High School's mission is to grow globally minded citizens, who understand multiple perspectives, to create a more just and peaceful world.		
Comprehensive Needs Assessment Summary				
What data did our team examine? *Think about attendance and engagement. Potential data sources include FIT, TFI, MAP, Successful Schools Survey, Attendance Data, State Assessments, School-Generated Surveys, ODRs, Exclusions.*		**Four-year trend data was reviewed for the following sources:** **2020-2024 Successful Schools Survey Data** • **Sense of Belonging** • **School Climate** • **Engagement** • **Student Engagement** **2020- 2024 Q1 - Q4 Course Passage Rates – Dashboard – disaggregated by all groups** **2020- 2024 – 9th Grade Community On-track to Graduate rates – disaggregated by all groups**		

2020-2021 Successful Schools Survey Demographics (759 response rate)

Student Gender

Subgroup with no data	6	< 1%
Girl / Woman	394	52%
Boy / Man	325	43%
Nonbinary	18	2%
I use another word to describe my gender	16	2%

Student Grade Level

Subgroup with no data	6	< 1%
9th grade	220	29%
10th grade	190	25%
12th grade	173	23%
Confidentiality protected: 11th grade and 8th grade 🛈	170	22%

Student Race / Ethnicity

Subgroup with no data	17	2%
African American	21	3%
American Indian / Alaska Native	5	< 1%
Asian	115	15%
Hispanic / Latino / Latinx	36	5%
Middle Eastern / North African	19	3%
White	540	71%
Confidentiality protected: Pacific Islander and Native / Indigenous to Canada 🛈	6	< 1%

Immersion Program Enrollment

Subgroup with no data	11	1%
Yes	90	12%
No	658	87%

Student Sexual Orientation

Subgroup with no data	13	2%
Heterosexual / Straight	500	66%
Lesbian	17	2%
Gay	7	< 1%
Bisexual / Pansexual	106	14%
Queer	19	3%
Questioning / not sure	46	6%
Decline to answer	39	5%
I use another word to describe my sexual orientation	12	2%

Student Transgender

Subgroup with no data	14	2%
No, I am not transgender	705	93%
Yes, I am transgender	25	3%
I am not sure if I am transgender	10	1%
I do not know what this question is asking	5	< 1%

2021-2022 Successful Schools Survey: These data are missing from the Panorama Dashboard.

2022-2023 Successful Schools Survey Demographics (1,160 response rate)

Q.1: What grade are you in?

Grade	%	Count
6th grade	0%	4
7th grade	0%	0
8th grade	0%	1
9th grade	29%	335
10th grade	26%	302
11th grade	25%	286
12th grade	19%	219

Q.2: What is your gender?

Gender	%	Count
Girl / Woman	44%	499
Boy / Man	48%	547
Nonbinary	4%	45
I use another word to describe my gender	5%	53

Q.3: Some people describe themselves as transgender when their sex assigned at birth does not match the way they think or feel about their gender. Are you transgender?

Response	%	Count
No, I am not transgender	89%	1014
Yes, I am transgender	5%	58
I am not sure if I am transgender	3%	39
I do not know what this question is asking	2%	23

Q.4: Below is a list of terms people often use to describe their sexual orientation. How do you describe your sexual orientation?

Term	%	Count
Heterosexual / Straight	64%	733
Lesbian	2%	18
Gay	2%	19
Bisexual / Pansexual	14%	162
Queer	5%	58
Questioning / not sure	3%	39
Decline to answer	7%	78
I use another word to describe my sexual orientation	3%	34

What is your gender?

Subgroup with no data	16	1%
Girl / Woman	499	43%
Boy / Man	547	47%
Nonbinary	45	4%
I use another word to describe my gender	53	5%

Some people describe themselves as transgender when their sex assigned at birth does not match the way they think or feel about their gender. Are you transgender?

Subgroup with no data	26	2%
No, I am not transgender	1,014	87%
Yes, I am transgender	58	5%
I am not sure if I am transgender	39	3%
I do not know what this question is asking	23	2%

Sense of Belonging

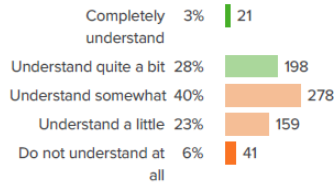|	
Your average	**Change**
37%	**▲ 4**
700 responses	since last survey

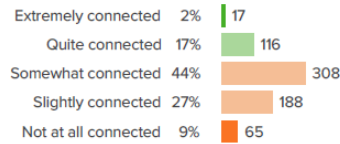|		
School Classification average:	**32%**	GEAR UP
School Type average:	**32%**	High School
District average:	**35%**	Portland Public Schools

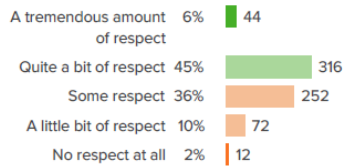**Q.1: How well do people at your school understand you as a person?**

Completely understand	3%	21
Understand quite a bit	28%	198
Understand somewhat	40%	278
Understand a little	23%	159
Do not understand at all	6%	41

▲ 8 from last survey   Favorable: **31%**

Q.2: How connected do you feel to the adults at your school?

Extremely connected	2%	17
Quite connected	17%	116
Somewhat connected	44%	308
Slightly connected	27%	188
Not at all connected	9%	65

▲ 2 from last survey   Favorable: **19%**

Q.3: How much respect do students in your school show you?

A tremendous amount of respect	6%	44
Quite a bit of respect	45%	316
Some respect	36%	252
A little bit of respect	10%	72
No respect at all	2%	12

▲ 1 from last survey   Favorable: **52%**

Q.4: How much do you matter to others at this school?

Matter a tremendous amount	6%	42
Matter quite a bit	29%	205
Matter somewhat	41%	282
Matter a little bit	18%	122
Do not matter at all	7%	45
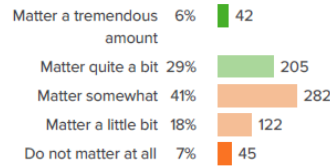
▲ 6 from last survey   Favorable: **35%**

Q.5: Overall, how much do you feel like you belong at your school?

Completely belong	10%	73
Belong quite a bit	38%	266
Belong somewhat	31%	217
Belong a little bit	15%	103
Do not belong at all	5%	37
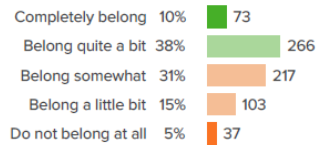
▲ 6 from last survey   Favorable: **49%**

2022-2023

Your average

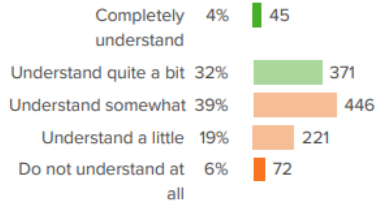**41%**

1,160 responses

Change

▲ **4**

since last survey
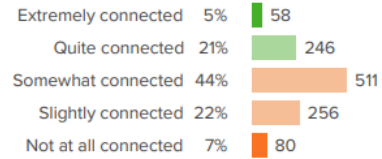
District average: **34%** Portland Public Schools

How did people respond?

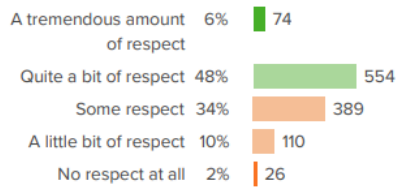**Q.1: How well do people at your school understand you as a person?**

Completely understand	4%	45
Understand quite a bit	32%	371
Understand somewhat	39%	446
Understand a little	19%	221
Do not understand at all	6%	72

▲ **5** from last survey   Favorable: **36%**

Q.2: How connected do you feel to the adults at your school?

Extremely connected	5%	58
Quite connected	21%	246
Somewhat connected	44%	511
Slightly connected	22%	256
Not at all connected	7%	80

▲ **7** from last survey   Favorable: **26%**

Q.3: How much respect do students in your school show you?

A tremendous amount of respect	6%	74
Quite a bit of respect	48%	554
Some respect	34%	389
A little bit of respect	10%	110
No respect at all	2%	26

▲ **2** from last survey   Favorable: **54%**

Q.4: How much do you matter to others at this school?

Matter a tremendous amount	7%	79
Matter quite a bit	34%	390
Matter somewhat	38%	439
Matter a little bit	15%	178
Do not matter at all	6%	66
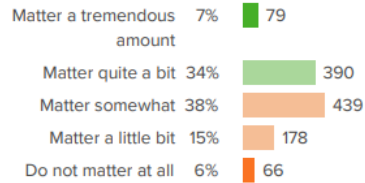
▲ **6** from last survey   Favorable: **41%**

Q.5: Overall, how much do you feel like you belong at your school?

Completely belong	11%	128
Belong quite a bit	39%	450
Belong somewhat	30%	351
Belong a little bit	13%	153
Do not belong at all	6%	70
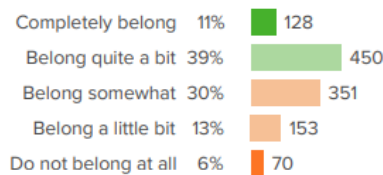
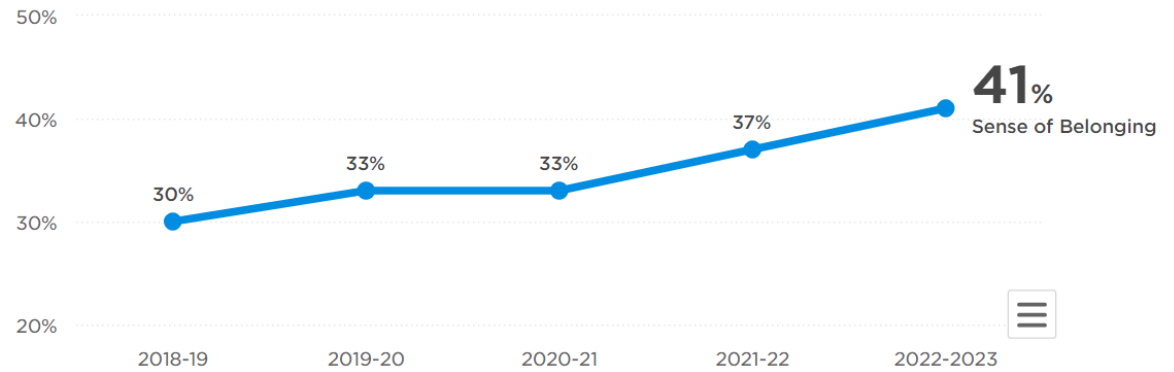▲ **1** from last survey   Favorable: **50%**

Sense of Belonging

Based on **1,160** responses

How much students feel that they are valued members of the school community.

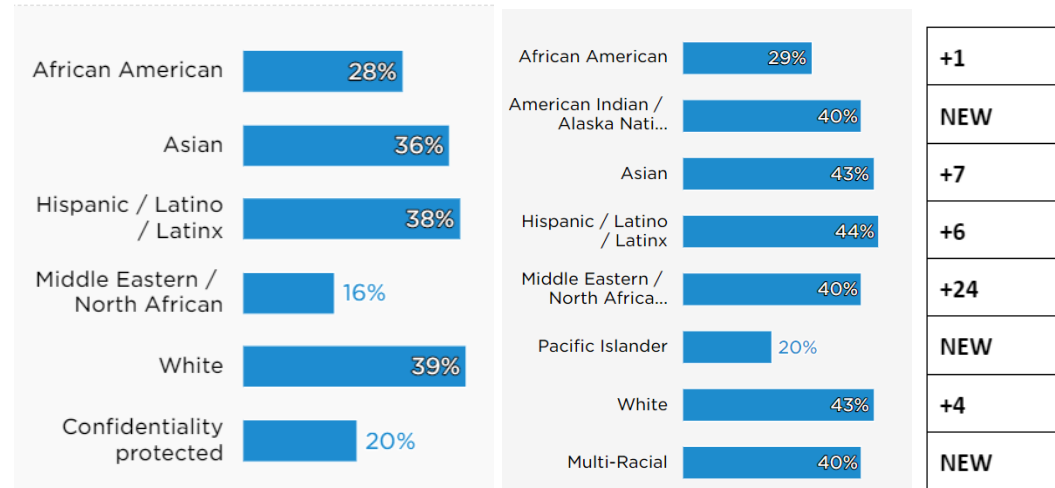### How have results changed over time?

Percent Favorable

41% Sense of Belonging

2021-2022	**2022-2023**	**CHANGE**

Results by group

2021-2022		2022-2023		CHANGE
African American	28%	African American	29%	+1
Asian	36%	American Indian / Alaska Nati...	40%	NEW
Hispanic / Latino / Latinx	38%	Asian	43%	+7
Middle Eastern / North African	16%	Hispanic / Latino / Latinx	44%	+6
White	39%	Middle Eastern / North Africa...	40%	+24
Confidentiality protected	20%	Pacific Islander	20%	NEW
		White	43%	+4
		Multi-Racial	40%	NEW

2021-2022 Findings:

While our overall rate in this category improved slightly, 4%, our rate when disaggregated by race shows that there is an increased sense of belonging attributable to the return to in-person school for Asian, Hispanic/Latino/a/x, and white students; however, the rate decreased for other BIPOC student groups.

Overall, 19% of our students reported feeling connected to an adult in our school. While the rate for white students is higher (21%), the rates drop for students of color as follows: African American (13%), Asian (17%), Hispanic/Latino/a/x (14%), Middle Eastern/North African (9%). These rates are lower than the district and high school rates for every group except white students, with the most significant disparity for Middle Eastern/North African students.

In addition, Middle Eastern/North African students only reported positively, 38%, when asked how much respect they are shown by other students in their school, while all other racial groups' positive response rate exceeds 50%. When Middle Eastern/North African students were asked how much they matter to others at our school, there were no positive responses at all.

Finally, only 18% of Middle Eastern/North African and 25% of African American students responded positively when asked how much they feel like they belong in our school overall. The rates for other racial groups are as follows: Asian (46%), Hispanic/Latino/a/x (54%), and white (52%).

2022-2023 Findings:
Data for specific questions will be analyzed and updated as time allows. In sum, we saw increases in all areas; however, they were not as robust as freshman survey data led us to anticipate.

Positive response rates increased on last year's survey for Sense of Belonging by 4% overall.

Updated Analysis, Spring 2024
Positive response rates on the previous year's survey for Sense of Belonging increased by 4% overall, with growth in every student group by race. While African American students' positive response rate only increased by one percentage point, the response rate for all other groups previously disaggregated increased as follows: Asian (+7), Hispanic/Latino/a/x (+6), Middle Eastern/North African (+24), and White (+4). New groups that were included in the survey and their positive response rates are as follows: American Indian/Alaska Native (40%), Pacific Islander (20%), and Multi-racial (40%).

There is a disparity in positive response ratings for African American students (29%) and Pacific Islander students (20%) compared to the response ratings of White and Asian students (both at 43%) and Hispanic/Latino/a/x (44%). There is also a slight disparity in the response rate of American Indian/Alaska Native and Multi-racial students (both at 40%).

Overall, 26% of our students reported feeling connected to an adult in our school, an increase of 7%. The rate for White students increased from 21% to 28%. The rate for African American students increased from 13% to 23%. The rate for Asian students increased from 17% to 19%. The rate for Hispanic/Latino/a/x students increased from 14% to 31%. Finally, the rate for Middle Eastern/North African students increased from 9% to 30%. These rates are higher than the district and high school rates for every group except Asian students, whose response rate is lower than the district's rate by 2%.

In the previous year's survey, only 38% Middle Eastern/North African students responded positively when asked how much respect they are shown by other students in their school; this year, their response rate is 57%. All other racial groups' rates are as follows: African American (48%), American Indian/Alaska Native (33%), Asian (66%), Hispanic/Latino/a/x (61%), Pacific Islander (29%), White (54%), and Multi-racial (50%). These rates are equal to or exceed rates across high schools and the district except for Pacific Islander students, where there is a disparity of 5%. The number of Pacific Islander students responding to the survey is seven.

In the previous survey, when Middle Eastern/North African students were asked how much they matter to others at our school, there were no positive responses at all. In the 2022-2023 survey, Middle Eastern/North African students' response rate increased to 36%, which mirrors district data.

Finally, the positive response rate of our Middle Eastern/North African students increased from 18% to 36% when asked how much they feel like they belong in our school overall, which again

mirrors our district. However, for <u>African American students, we saw no change in the response rate (25%) for this same question. In addition, Pacific Islander students' response rate for this question is only 14%.</u> The rates for other racial groups are as follows: American Indian/Alaska Native (58%), Asian (39%) which dropped from 46%, Hispanic/Latino/a/x (42%), which dropped from 54%, and White (42%), which dropped from 52%, Multi-racial (42%).

2021-2022 Successful Schools Survey Results

School Climate

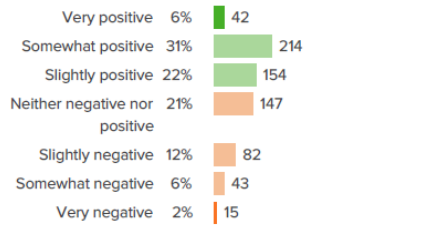| Your average	Change			
52%	▼ **1**	School Classification average:	**45%**	GEAR UP
700 responses	since last survey	School Type average:	**45%**	High School
		District average:	**43%**	Portland Public Schools

Q.1: How positive or negative is the energy of the school?

Very positive	6%	42
Somewhat positive	31%	214
Slightly positive	22%	154
Neither negative nor positive	21%	147
Slightly negative	12%	82
Somewhat negative	6%	43
Very negative	2%	15

▲ **5** from last survey   Favorable: **59%**

Q.2: How fair or unfair are the rules for the students at this school?

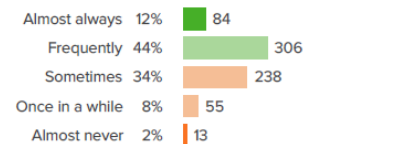| Very fair	14%	101
Somewhat fair	32%	224
Slightly fair	13%	91
Neither unfair nor fair	22%	153
Slightly unfair	11%	77
Somewhat unfair	5%	33
Very unfair	3%	18
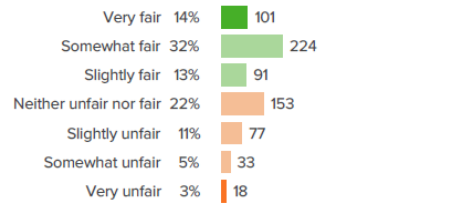
▼ **2** from last survey   Favorable: **60%**

Q.3: At your school, how much does the behavior of other students hurt or help your learning?

Helps my learning a tremendous amount	3%	22
Helps my learning some	16%	108
Helps my learning a little bit	14%	94
Neither helps nor hurts my learning	38%	264
Hurts my learning a little bit	20%	137
Hurts my learning some	8%	53
Hurts my learning a tremendous amount	3%	18
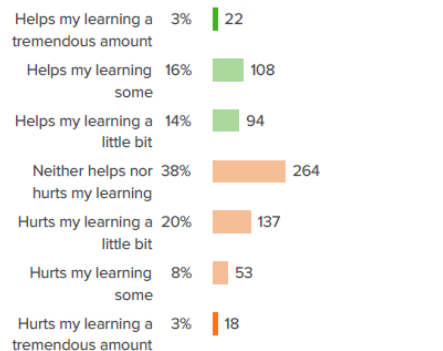
▲ **1** from last survey   Favorable: **32%**

Q.4: How often do your teachers seem excited to be teaching your classes?

Almost always	12%	84
Frequently	44%	306
Sometimes	34%	238
Once in a while	8%	55
Almost never	2%	13

▼ **9** from last survey   Favorable: **56%**

2022-2023 School Climate

Your average

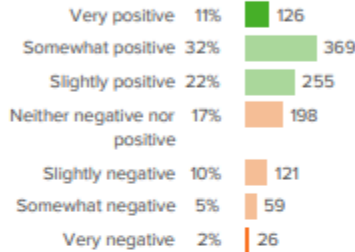**56%**

1,160 responses

Change

▲ **4**

since last survey

District average: **40%** Portland Public Schools
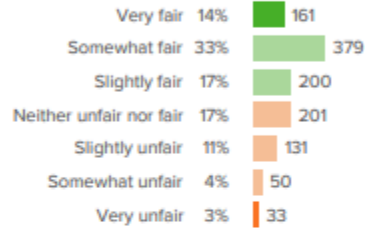
How did people respond?

Q.1: How positive or negative is the energy of the school?

Very positive	11%	126
Somewhat positive	32%	369
Slightly positive	22%	255
Neither negative nor positive	17%	198
Slightly negative	10%	121
Somewhat negative	5%	59
Very negative	2%	26

▲ **6** from last survey   Favorable: **65%**

Q.2: How fair or unfair are the rules for the students at this school?

Very fair	14%	161
Somewhat fair	33%	379
Slightly fair	17%	200
Neither unfair nor fair	17%	201
Slightly unfair	11%	131
Somewhat unfair	4%	50
Very unfair	3%	33

▲ **4** from last survey   Favorable: **64%**

Q.3: At your school, how much does the behavior of other students hurt or help your learning?

Helps my learning a tremendous amount	5%	57
Helps my learning some	15%	176
Helps my learning a little bit	15%	170
Neither helps nor hurts my learning	40%	461
Hurts my learning a little bit	16%	181
Hurts my learning some	7%	79
Hurts my learning a tremendous amount	3%	29
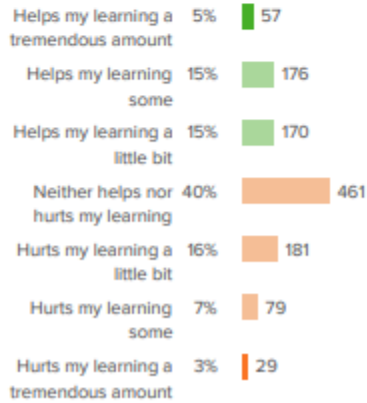
▲ **3** from last survey   Favorable: **35%**

Q.4: How often do your teachers seem excited to be teaching your classes?

Almost always	14%	165
Frequently	45%	515
Sometimes	31%	352
Once in a while	9%	108
Almost never	1%	14
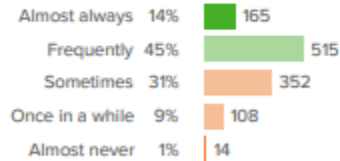
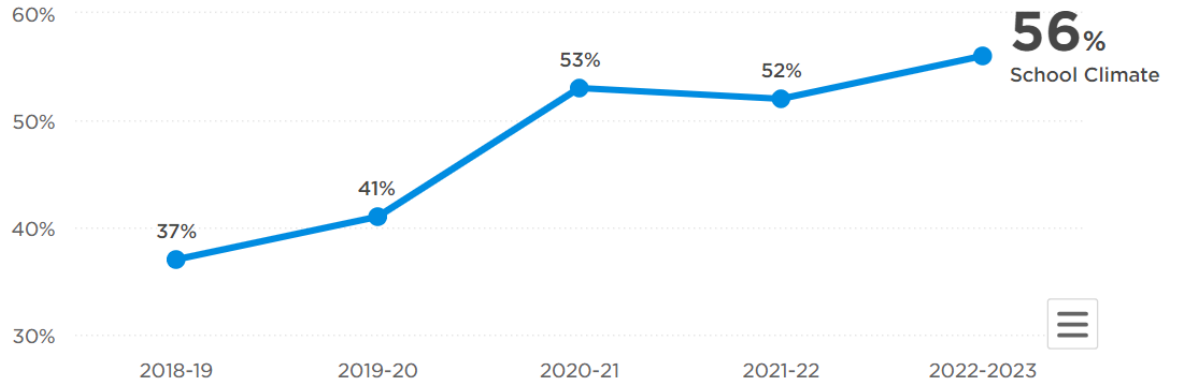▲ **3** from last survey   Favorable: **59%**

School Climate

Based on **1,160** responses

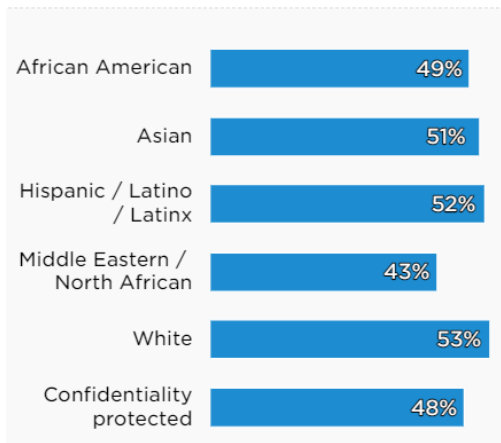Perceptions of the overall social and learning climate of the school.

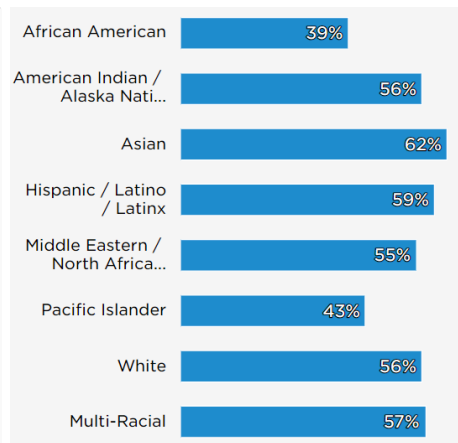How have results changed over time?

Percent Favorable

56% School Climate

2018-19	2019-20	2020-21	2021-22	2022-2023
37%	41%	53%	52%	56%

2021-2022 — Results by group

Group	Percent
African American	49%
Asian	51%
Hispanic / Latino / Latinx	52%
Middle Eastern / North African	43%
White	53%
Confidentiality protected	48%

2022-2023

Group	Percent	CHANGE
African American	39%	-10
American Indian / Alaska Nati...	56%	NEW
Asian	62%	+5
Hispanic / Latino / Latinx	59%	+7
Middle Eastern / North Africa...	55%	+12
Pacific Islander	43%	NEW
White	56%	+3
Multi-Racial	57%	NEW

Findings:

When answering how positive or negative the energy in our school is, there is a significant disparity in the positive response rate for transgender, 48%, and questioning youth, 28%, compared to 61% for students, who are neither trans nor questioning.

When answering how the behavior of fellow students hurts or helps their learning, there is a disparity in the positive response rate for transgender, 14%, and questioning youth, 20%, compared to 34% for students, who are neither trans nor questioning.

2022-2023 Update:

Data for specific questions will be analyzed and updated as time allows. In sum, we saw increases in all areas; however, they were not as robust as freshman survey data led us to anticipate.

Positive response rates increased on last year's survey for School Climate by 4% overall.

Updated Analysis, Spring 2024

Positive response rates on the previous year's survey for School Climate increased by 4% overall, with growth in every student group by race, <u>except for a notable decline (10%) for African American/Black students</u>. The response rate for all other groups previously disaggregated increased as follows: Asian (+5), Hispanic/Latino/a/x (+7), Middle Eastern/North African (+12), and White (+3). New groups that were included in the survey and their positive response rates are as follows: American Indian/Alaska Native (56%), Pacific Islander (43%), and Multi-racial (57%).

There is a disparity in positive response ratings for African American students (39%) and Pacific Islander students (43%) compared to the response ratings for all other groups: Asian (62%), White (56%) students, Hispanic/Latino/a/x (59%), American Indian/Alaska Native (56%), and Multi-racial students (57%).

In our previous survey, when answering how positive or negative the energy in our school is, there was a significant disparity in the positive response rate for transgender, 48%, and questioning youth, 28%, compared to 61% for students, who are neither transgender nor questioning. Those response rates increased to 50% for transgender students and 54% for students who are questioning compared to an increased response rate of 67% for students identifying as neither transgender nor questioning. We have more work to do, as there is still a disparity; however, we are encouraged to see an increase.

In response to the same question, our students' response rates exceed the district and high schools, except for Pacific Islander students at 14% compared to PPS's 38%, and African American/Black students with a one point disparity between Lincoln (38%) and PPS (39%).

In our previous survey, when answering how the behavior of fellow students hurts or helps their learning, there was a disparity in the positive response rate for transgender, 14%, and questioning youth, 20%, compared to 34% for students, who are neither transgender nor questioning. Those response rates increased only slightly to 21% for transgender students and decreased slightly to 31% for students who identified as questioning compared to a slightly increased response rate of 36% for students identifying as neither transgender nor questioning.

In response to the same question, our students' response rates exceed the district and high schools, except for Pacific Islander students at 14% compared to PPS's 19%.

Engagement

Your average	**Change**	School Classification average:	**21%** GEAR UP
24%	▲ **5**	School Type average:	**21%** High School
700 responses	since last survey	District average:	**23%** Portland Public Schools

Q.1: How excited are you about going to your classes?

Extremely excited	3%	18
Quite excited	14%	98
Somewhat excited	39%	274
Slightly excited	30%	205
Not at all excited	14%	99
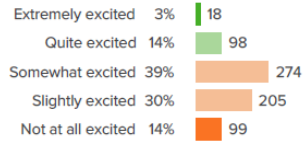
▲ 4 from last survey   Favorable: **17%**

Q.2: How often do you get so focused on activities in your classes that you lose track of time?

Almost always	1%	7
Frequently	15%	102
Sometimes	33%	228
Once in a while	33%	232
Almost never	18%	124
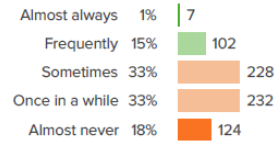
▲ 4 from last survey   Favorable: **16%**

Q.3: In your classes, how eager are you to participate?

Extremely eager	4%	25
Quite eager	20%	141
Somewhat eager	38%	265
Slightly eager	25%	175
Not at all eager	13%	87
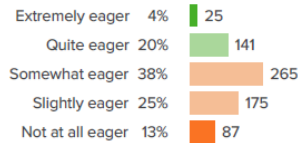
▲ 7 from last survey   Favorable: **24%**

Q.4: When you are not in school, how often do you talk about ideas from your classes?

Almost always	3%	21
Frequently	22%	155
Sometimes	36%	248
Once in a while	25%	172
Almost never	13%	93
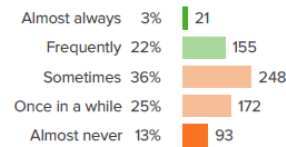
▲ 6 from last survey   Favorable: **26%**

Q.5: Overall, how interested are you in your classes?

Extremely interested	5%	32
Quite interested	32%	219
Somewhat interested	41%	285
Slightly interested	19%	129
Not at all interested	4%	29
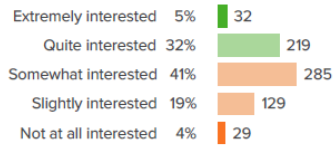
▲ 2 from last survey   Favorable: **36%**

2022-2023 Engagement

Your average

27%

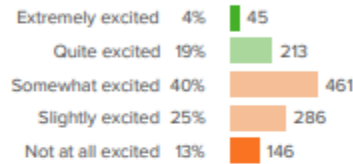1,160 responses

Change

▲ 3

since last survey

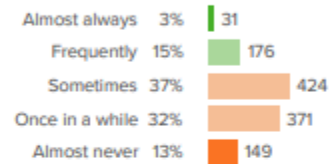District average: **23%** Portland Public Schools

How did people respond?

Q.1: How excited are you about going to your classes?

Extremely excited	4%	45
Quite excited	19%	213
Somewhat excited	40%	461
Slightly excited	25%	286
Not at all excited	13%	146

▲ 5 from last survey   Favorable: **22%**

Q.2: How often do you get so focused on activities in your classes that you lose track of time?

Almost always	3%	31
Frequently	15%	176
Sometimes	37%	424
Once in a while	32%	371
Almost never	13%	149

▲ 2 from last survey   Favorable: **18%**

Q.3: In your classes, how eager are you to participate?

Extremely eager	4%	45
Quite eager	21%	244
Somewhat eager	39%	453
Slightly eager	26%	296
Not at all eager	10%	115
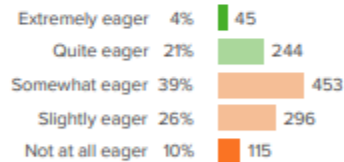
▲ 1 from last survey   Favorable: **25%**

Q.4: When you are not in school, how often do you talk about ideas from your classes?

Almost always	6%	65
Frequently	23%	265
Sometimes	35%	406
Once in a while	24%	274
Almost never	12%	140
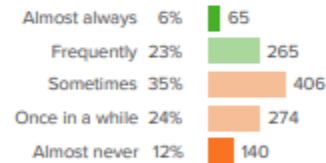
▲ 3 from last survey   Favorable: **29%**

Q.5: Overall, how interested are you in your classes?

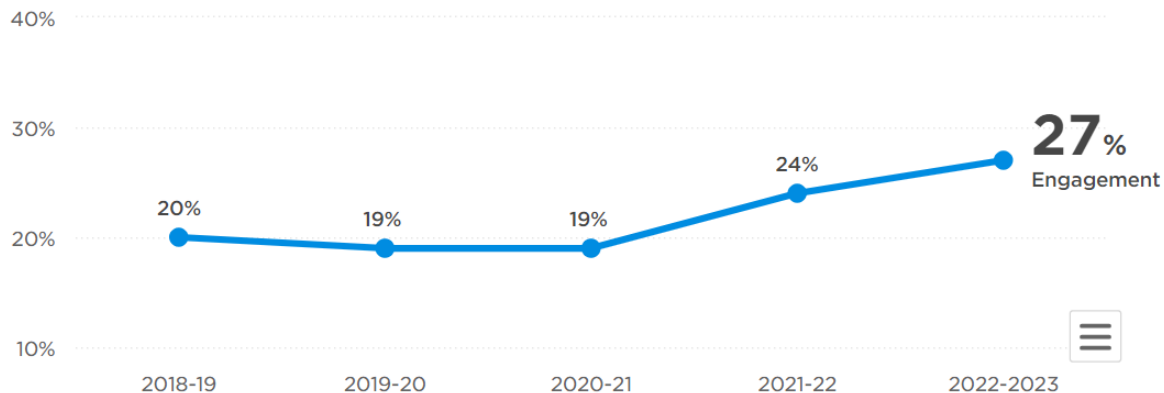|		
Extremely interested	7%	75
Quite interested	37%	425
Somewhat interested	37%	430
Slightly interested	16%	180
Not at all interested	4%	42
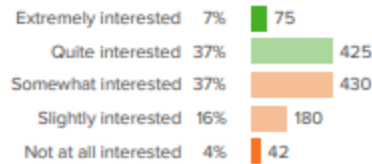
▲ 7 from last survey   Favorable: **43%**

Engagement

Based on **1,160** responses

How attentive and invested students are in class.

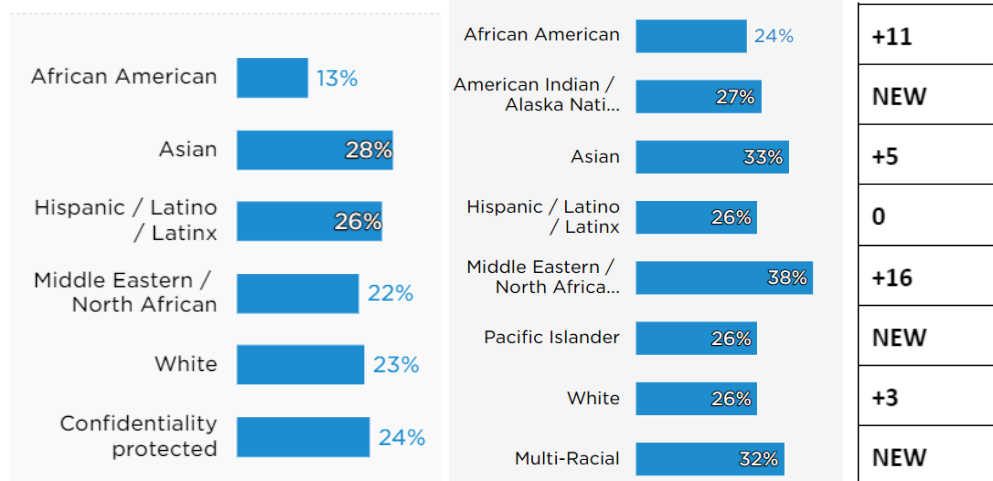How have results changed over time?

Percent Favorable

20%	19%	19%	24%	27% Engagement
2018-19	2019-20	2020-21	2021-22	2022-2023

2021-2022 **2022-2023** CHANGE

Results by group

2021-2022	2022-2023	CHANGE
African American 13%	African American 24%	+11
	American Indian / Alaska Nati... 27%	NEW
Asian 28%	Asian 33%	+5
Hispanic / Latino / Latinx 26%	Hispanic / Latino / Latinx 26%	0
Middle Eastern / North African 22%	Middle Eastern / North Africa... 38%	+16
	Pacific Islander 26%	NEW
White 23%	White 26%	+3
Confidentiality protected 24%	Multi-Racial 32%	NEW

Findings:

When asked how often outside of school they talk about ideas from their classes, only 5% of African American students responded positively, which is 10% below the district and high school average and over 20% less than responses for all other racial groups at Lincoln High School.

When asked how interested in their classes students were overall, only 26% of African American students responded positively, which was 9% to 18% less than all other racial groups at Lincoln High School.

2022-2023 Update:
Data for specific questions will be analyzed and updated as time allows. In sum, we saw increases in all areas; however, they were not as robust as freshman survey data led us to anticipate.

Positive response rates increased on last year's survey for Engagement by 3% overall.

Updated Analysis, Spring 2024

When asked how often outside of school they talk about ideas from their classes, we saw an increase in the positive rate for African American students (from 5% to 17%), which exceeds PPS's 14%. Lincoln students' response rate exceeds the PPS high school rate at all grade levels and across all other racial groups, gender, and sexual orientations, except students identifying as lesbian (LHS at 11% to PPS at 23%).

When asked how interested in their classes students were overall, we saw an increase in the positive rate for African American students (from 26% to 38%), which exceeds PPS's 29%. Pacific Islander students' positive response rate was 14% compared to 24% in PPS. There is a disparity for both groups within Lincoln compared to all other racial groups: American Indian/Alaska Native (42%), Asian (52%), Hispanic/Latino/a/x (40%), Middle Eastern/North African (48%), White (41%), and Multi-racial (52%).

Lincoln students' response rate exceeds the PPS high school rate at all grade levels and across all other racial groups, gender, and sexual orientations, except students identifying as lesbian (LHS at 22% to PPS at 33%).

Also notable, in response to how eager they are to participate in their classes, Pacific Islander students' positive response rate is 29%, one of their highest positive response rates, which exceeds the response across PPS by 11%. Conversely, students who identify as gay had one of their lowest positive response rates to this question at 11% compared to PPS's rate at 29%.

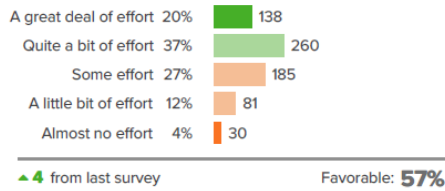**2021-2022 Successful Schools Survey Results**

Student Engagement

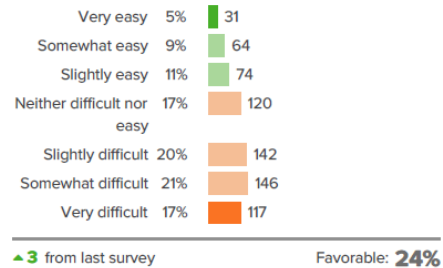|	
Your average	**Change**
33%	**▲ 4**
700 responses	since last survey

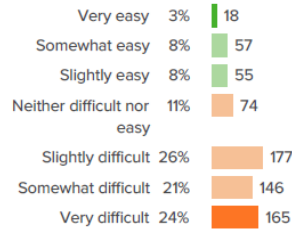|		
School Classification average:	**32%**	GEAR UP
School Type average:	**33%**	High School
District average:	**40%**	Portland Public Schools

Q.1: How much effort are you putting into your classes right now?

A great deal of effort	20%	138
Quite a bit of effort	37%	260
Some effort	27%	185
A little bit of effort	12%	81
Almost no effort	4%	30

▲ 4 from last survey   Favorable: **57%**

Q.2: How difficult or easy is it for you to try hard on your schoolwork right now?

Very easy	5%	31
Somewhat easy	9%	64
Slightly easy	11%	74
Neither difficult nor easy	17%	120
Slightly difficult	20%	142
Somewhat difficult	21%	146
Very difficult	17%	117

▲ 3 from last survey   Favorable: **24%**

Q.3: How difficult or easy is it for you to stay focused on your schoolwork right now?

Very easy	3%	18
Somewhat easy	8%	57
Slightly easy	8%	55
Neither difficult nor easy	11%	74
Slightly difficult	26%	177
Somewhat difficult	21%	146
Very difficult	24%	165

▲ 5 from last survey   Favorable: **19%**

2022-2023 Student Engagement

Your average

40%

1,160 responses

Change

▲ **7**

since last survey
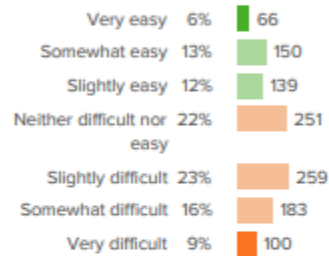
District average: **43%** Portland Public Schools

How did people respond?

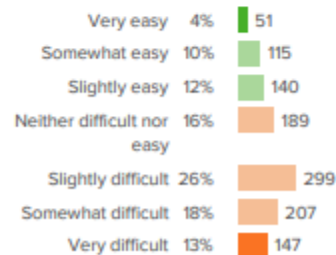**Q.1: How much effort are you putting into your classes right now?**

A great deal of effort	23%	269
Quite a bit of effort	40%	461
Some effort	25%	290
A little bit of effort	9%	101
Almost no effort	3%	31
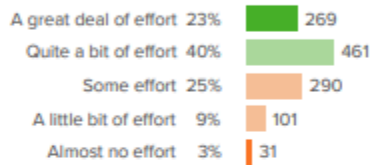
▲ 6 from last survey   Favorable: **63%**

Q.2: How difficult or easy is it for you to try hard on your schoolwork right now?

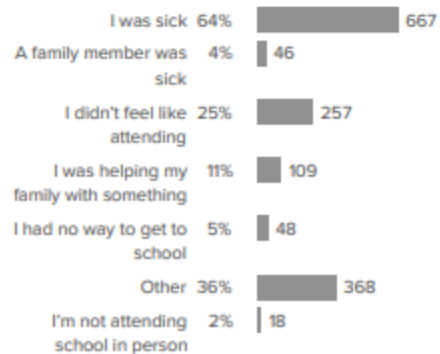|		
Very easy	6%	66
Somewhat easy	13%	150
Slightly easy	12%	139
Neither difficult nor easy	22%	251
Slightly difficult	23%	259
Somewhat difficult	16%	183
Very difficult	9%	100

▲ 7 from last survey   Favorable: **31%**

Q.3: How difficult or easy is it for you to stay focused on your schoolwork right now?

Very easy	4%	51
Somewhat easy	10%	115
Slightly easy	12%	140
Neither difficult nor easy	16%	189
Slightly difficult	26%	299
Somewhat difficult	18%	207
Very difficult	13%	147

▲ 8 from last survey   Favorable: **27%**

Q.4: If you have missed school recently, why did you miss school? You can pick more than one.
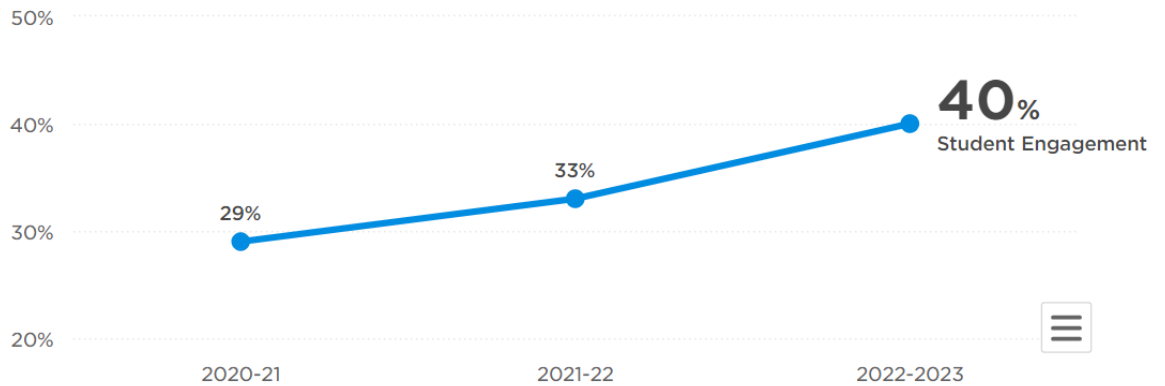
I was sick	64%	667
A family member was sick	4%	46
I didn't feel like attending	25%	257
I was helping my family with something	11%	109
I had no way to get to school	5%	48
Other	36%	368
I'm not attending school in person	2%	18

16

Student Engagement

Based on **1,160** responses

How have results changed over time?

Percent Favorable

2021-2022		2022-2023		CHANGE
Results by group				
African American	35%	African American	29%	-6
		American Indian / Alaska Nati...	36%	NEW
Asian	40%	Asian	47%	+7
Hispanic / Latino / Latinx	30%	Hispanic / Latino / Latinx	41%	+11
Middle Eastern / North African	30%	Middle Eastern / North Africa...	47%	+17
		Pacific Islander	43%	NEW
White	33%	White	39%	+6
Confidentiality protected	33%	Multi-Racial	46%	NEW
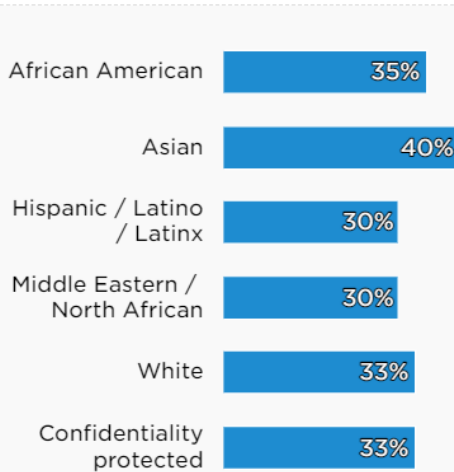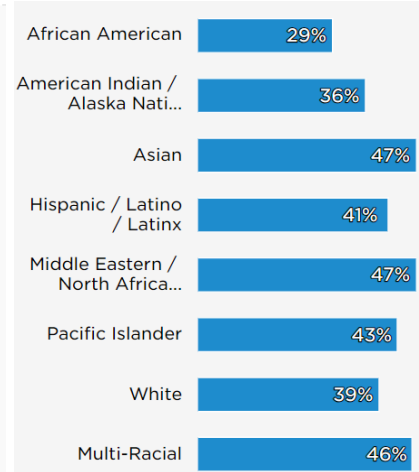
Findings:

When asked how difficult or easy it is to try hard on their schoolwork right now, there was only a 10% positive response rate for transgender students compared to 25% for cis-gender students and 24% for questioning students.

When asked how difficult or easy it is to stay focused on their schoolwork right now, there were no positive responses for transgender students compared to 19% for cis-gender students and 16% for questioning students.

2022-2023 Update:
Data for specific questions will be analyzed and updated as time allows. In sum, we saw increases in all areas with the notable exception of African American/Black students, which decreased by 6%.

Positive response rates increased on last year's survey for Student Engagement by 7% overall.

Updated Analysis, Spring 2024

When asked how difficult or easy it is to try hard on their schoolwork right now, there was an increase in the positive response rate for transgender students (from 10% to 26%) compared to 31% for cis-gender students and 26% for questioning students.

American Indian/Alaska Native students' response rate was only 8% at Lincoln compared to the response rate across PPS (22%) and the following: African American/Black (LHS: 17%, PPS: 33%), Asian (LHS: 43%, PPS: 38%), Hispanic/Latino/a/x (LHS: 31%, PPS: 28%), Middle Eastern/North African (both at 35%), Pacific Islander (both at 29%), White (LHS: 29%, PPS: 37%), and Multi-racial (both at 34%).

Lincoln's response rates for this same question compared to high schools exceed or are the same with the exception of 10th grade (LHS: 27%, PPS: 29%).

Across genders and sexual orientations, Lincoln's response rate is lower than in PPS: heterosexual (LHS: 34%, PPS: 38%), lesbian (LHS: 22%, PPS: 26%), gay (LHS: 16, PPS: 35%), bisexual/pansexual (LHS: 24%, PPS: 31%), questioning (LHS: 28%, PPS: 40%), and students who declined to answer (LHS: 27%, PPS: 32%), with the exception of students identifying as queer (LHS: 26%, PPS: 25%) and students who responded that they use another word to describe their sexual orientation (both at 32%). Our response rates by gender follow a similar pattern when compared to the district as a whole: female (LHS: 32%, PPS: 35%), male (LHS: 31%, PPS: 37%), non-binary (LHS: 16%, PPS: 25%), cis-gender (LHS: 31%, PPS: 37%), students who responded that they were not sure if they are transgender (LHS: 26%, PPS: 28%), with the exception of students who identify as transgender (LHS: 26%, PPS: 24%) and students who said they did not know what the question meant (both at 32%).

When asked how difficult or easy it is to stay focused on their schoolwork right now, the positive response rate for transgender students increased from 0% to 19%; PPS's rate is 18%. Cis-gender students' positive response rate increased from 19% to 27%; PPS's rate is 32%. The positive response rate for 16% for questioning students decreased from 16% to 13%; PPS's rate is 23%.

2019-2024 Q4 Course Passage Rates & Targets
4-year trend data

All School 2019-2020 data and 2020-2021 targets

Population	English Lang & Lit	New Target	Math	New Target	Life & Physical Sciences	New Target	Social Sciences & History	New Target	Visual & Performing Arts	New Target	World Languages	New Target
Asian	93.90%	M	86.20%	M	87.50%	M	93.90%	M	100.00%	M	97.00%	M
Black	77.80%	87.80%	50.00%	60.00%	75.00%	85.00%	87.50%	M	100.00%	M	87.50%	M
Latino	66.70%	76.70%	81.10%	M	61.10%	71.10%	63.90%	73.90%	77.80%	87.80%	71.80%	81.80%
Multiple	70.30%	80.30%	83.80%	M	77.80%	87.80%	72.20%	82.20%	77.80%	87.80%	86.10%	M
Native Am	50.00%	100.00%	0.00%	100.00%	0.00%	100.00%	100.00%	M	0.00%	100.00%	0.00%	100.00%
Pac Isl												
White	89.50%	M	85.70%	M	85.60%	M	87.10%	M	83.10%	M	88.60%	M
SpEd	61.90%	71.90%	40.00%	50.00%	57.10%	67.10%	71.40%	81.40%	66.70%	76.70%	73.70%	83.70%
TAG	93.80%	M	92.90%	M	93.00%	M	92.30%	M	91.20%	M	93.10%	M
ELL	87.50%	M	60.00%	70.00%	75.00%	85.00%	100.00%	M			75.00%	85.00%
F&R Meals	65.80%	75.80%	55.30%	65.30%	59.50%	69.50%	63.90%	73.90%	63.60%	73.60%	64.70%	74.70%

All school 2020-2021 data and 2021-2022 targets

Population	English Language and Literature	Met Last Years Goal?	New Target	Mathematics	Met Last Years Goal?	New Target	Life and Physical Sciences	Met Last Years Goal?	New Target	Social Sciences and History	Met Last Years Goal?	New Target	Visual and Performing Arts	Met Last Years Goal?	New Target	World Languages	Met Last Years Goal?	New Target	Met Goals?
Asian	93.75%	Yes	M	92.21%	Yes	M	93.25%	Yes	M	95.95%	Yes	M	94.55%	No	M	96.36%	Yes	M	5
Black	86.67%	No	90%	96.15%	Yes	M	90.48%	Yes	M	88.57%	Yes	90%	100.00%	Yes	M	95.00%	Yes	M	5
Latino	81.11%	Yes	90%	74.42%	No	85%	74.48%	Yes	85%	80.42%	Yes	90%	85.88%	No	90%	83.92%	Yes	90%	4
Multiple	88.75%	Yes	90%	81.82%	No	90%	90.30%	Yes	M	91.92%	Yes	M	91.36%	Yes	M	92.42%	Yes	M	5
Native Am	50.00%	No	100%	100.00%	Yes	M	0.00%	No	100%	50.00%	No	100%	0.00%	No	100%				1
Pac Isl	100.00%		M	66.67%		100%	50.00%		100%	50.00%					50.00%				0
White	91.60%	Yes	M	85.78%	Yes	90%	89.82%	Yes	M	93.05%	Yes	M	93.25%	Yes	M	93.21%	Yes	M	6
SpEd	71.25%	No	81.25%	70.31%	Yes	80%	75.38%	Yes	85%	70.83%	No	80%	83.87%	Yes	90%	84.78%	Yes	90%	4
TAG	96.19%	Yes	M	92.54%	No	M	95.31%	Yes	M	96.12%	Yes	M	96.21%	Yes	M	97.19%	Yes	M	5
ELL	71.43%	No	81%	72.41%	Yes	80%	56.25%	No	70%	76.47%	No	85%	83.33%	Yes	90%	78.57%	No	85%	2
F&R Meals	65.14%	No	75%	57.14%	No	70%	57.33%	No	70%	64.37%	No	75%	70.59%	No	80%	72.37%	No	80%	0

All school 2021-2023 data and 2023-2024 targets

2021-2022 to 2022-2023

Population	English Lang and Lit 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?	Math 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?	Life and Physical Sciences 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?	Social Sciences and History 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?	VAPA 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?	World Lang 2021-2022	New Target	2022-2023 Q4 Data	Met 2022-2023 Goal?
Asian	97.9%	M	96.8%	N	93.8%	M	95.2%	MP	99.3%	M	97.0%	N	97.7%	M	96.1%	N	100.0%	M	100.0%	MP	100.0%	M	100.0%	MP
Black	90.3%	M	89.7%	N	79.3%	90%	79.4%	N	87.0%	95%	90.3%	N	88.9%	95%	97.1%	MP	91.7%	95%	100.0%	MP	78.9%	90%	100.0%	M
Latino	96.0%	M	92.0%	N	90.6%	M	89.9%	N	94.3%	M	83.3%	N	93.7%	M	93.4%	MP	97.9%	M	100.0%	MP	96.1%	M	96.1%	MP
Multiple	97.1%	M	93.8%	N	93.2%	M	88.6%	M	96.9%	M	90.2%	N	93.5%	M	94.7%	MP	95.6%	M	98.2%	MP	95.4%	M	99.3%	N
Native Am	100.0%	M	100.0%	MP	100.0%		100.0%	MP	50.0%	100%	100.0%	M	100.0%	MP	50.0%	100%			100.0%	M	100.0%	MP
Pac Isl	100.0%	M	100.0%	MP			100.0%	M	100.0%	M	100.0%	MP	100.0%	MP			100.0%		100.0%	M	100.0%	MP
White	96.7%	M	94.9%	N	93.4%	M	93.8%	MP	96.0%	M	94.1%	N	96.5%	M	95.8%	N	98.8%	M	97.7%	N	98.3%	M	97.9%	N
ELL	98.0%	M	94.6%	N	79.3%	90%	79.3%	N	86.2%	90%	72.2%	N	86.2%	90%	84.2%	N	97.7%	M	100.0%	MP	100.0%	MP	100.0%	M
SpEd	91.1%	M	78.6%	N	77.5%	90%	72.0%	M	89.0%	90%	81.8%	N	84.5%	90%	86.5%	N	97.7%	M	93.2%	N	89.3%	95%	89.4%	N
TAG	98.5%	M	97.9%	N	98.5%	M	97.3%	N	98.8%	M	97.7%	N	98.1%	M	97.8%	N	99.3%	M	99.7%	MP	99.1%	M	98.9%	N

MP = Met prior year's goal
M = Maintain prior year's percentage

2023 Findings:

Two years ago, we did not meet our goals to close all gaps by 10% for Native American, Emerging and Progressing Bilingual students, and students eligible for Free or Reduced meals.

Last year, we did not meet our goals to maintain the Q4 passage rate for most groups from the previous year; however, most of those groups were at or above the 90th percentile. The exceptions are highlighted in the table in yellow if they were between the 80th and 90th percentiles and in red if they were below the 80th percentile, which are summarized below:

- Course passage rates of students receiving Special Education services were below 80% in English and math and between 80% and 90% in science, social studies, and world languages.
- Course passage rates of students receiving ESL services (emerging and progressing bilingual students) were below 80% in math and science and between 80% and 90% in social studies.
- Course passage rates of students identified as multiple races were between 80% and 90% in math.
- Course passage rates of students identified as Latino/a/x were between 80% and 90% in math and science; however, we would note that the rate was 89.9% in math.
- Course passage rates of students identified as Black were between 80% and 90% in English; however, we would note that the rate was 89.7%.

Below is a table of 2023 Q4 data and our targets for 2024.

All School: 2022-2023 to 2023-2024

Population	English Lang and Lit 2022-2023	New Target	Math 2022-2023	New Target	Life and Physical Sciences 2022-2023	New Target	Social Sciences and History 2022-2023	New Target	VAPA 2022-2023	New Target	World Lang 2022-2023	New Target
Asian	96.8%	M	95.2%	M	97.0%	M	96.1%	M	100.0%	M	100.0%	M
Black	89.7%	95%	79.4%	90%	90.3%	95%	97.1%	M	100.0%	M	100.0%	M
Latino	92.0%	95%	89.9%	95%	83.3%	90%	93.4%	95%	100.0%	M	96.1%	M
Multiple	93.8%	95%	88.6%	90%	90.2%	95%	94.7%	95%	98.2%	M	99.3%	M
Native Am	100.0%	M	100.0%	M	100.0%	M	100.0%	M			100.0%	M
Pac Isl	100.0%	M	100.0%	M	100.0%	M	100.0%	M	100.0%	M	100.0%	M
White	94.9%	95%	93.8%	95%	94.1%	95%	95.8%	M	97.7%	M	97.9%	M
ELL	94.6%	95%	79.3%	90%	72.2%	90%	84.2%	90%	100.0%	M	100.0%	M
SpEd	78.6%	90%	72.0%	90%	81.8%	90%	86.5%	90%	93.2%	95%	89.4%	95%
TAG	97.9%	M	97.3%	M	97.7%	M	97.8%	M	99.7%	M	98.9%	M

M= Maintain Prior Year's %

The goal we set for all groups' course passage rates below 90% is to be above the 90th percentile. If the rate was between the 90th and 95th percentiles, we set a goal of 95%. If the rate was already above the 95th percentile, our goal is to maintain the previous year's percentage, noted by the "M" in the New Target column.

Results for 2024 Q4 successful course completion are below.

POPULATION	COURSE SUBJECT	English Language and Literature	Mathematics	Life and Physical Sciences	Social Sciences and History	Visual and Performing Arts	World Languages
All Students		90.0%	88.0%	91.0%	90.8%	95.2%	92.0%
Asian		93.5%	92.3%	94.5%	94.1%	96.8%	97.7%
Black		80.1%	73.7%	76.6%	78.5%	88.9%	78.0%
Latino		81.7%	76.6%	83.5%	82.7%	90.3%	84.1%
Multiple		89.8%	88.2%	91.3%	90.7%	95.1%	91.7%
Native Am		69.2%	64.5%	71.1%	75.0%	85.9%	79.3%
Pac Isl		78.0%	68.8%	74.7%	79.2%	81.7%	72.9%
White		94.7%	93.9%	95.1%	95.0%	97.4%	96.1%
ELL		77.9%	68.9%	76.9%	75.2%	85.6%	78.8%
SpEd		82.3%	78.8%	80.4%	79.6%	90.5%	82.3%
TAG		97.6%	97.5%	98.3%	98.1%	99.0%	98.1%

2024 Q4 Analysis

School-wide, we did not meet our goals to maintain the Q4 passage rate for most groups from the previous year. The exceptions are highlighted in the table in yellow if they were between the 60th and 90th percentiles. Please note that the range for yellow has increased. For some reason, what used to show as red in previous years (below 80th percentile), now pulls from the Dashboard in yellow.

- Course passage rates of students receiving Special Education services were below 80% in math and social science and between 80% and 90% in ELA, science, and world languages. These results are not dissimilar to last year's results. We need to continue our interventions and review/revise our plans.
- Course passage rates of students receiving ESL services (emerging and progressing bilingual students) were below 80% in ELA, science, social sciences, and world languages and below 70% in math. These data represent a drop in core course passage across the board and require our attention, particularly in math. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates for students identified as Pacific Islander were between 70% and 80% in all course areas except math, which was below 70% and VAPA, which was just above 80%. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates for students identified as Native American were between 70% and 80% in science, social science, and world languages and below 70% in ELA and math Improvement strategies will be developed with the ILT in the fall.
- Course passage rates of students identified as multiple races were between 80% and 90% in ELA and math; however, they are close to 90%. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates of students identified as Latino/a/x were between 80% and 90% in ELA, math, science, and social sciences and below 80% in math. Improvement strategies will be developed with the ILT in the fall.

- Course passage rates of students identified as Black were between 80% and 90% in ELA and between 70% and 80% in math, science, social studies and world languages. These data represent a drop in core course passage across the board and require our attention.. Improvement strategies will be developed with the ILT in the fall.

Below is a table of 2024 Q4 data and our targets for 2025.

We used the same model for our 9th grade targets that follow.

9th Grade 2020-2021 data and 2021-2022 targets

Population	English Language and Literature	New Target	Mathematics	New Target	Life and Physical Sciences	New Target	Social Sciences and History	New Target	Visual and Performing Arts	New Target	World Languages	New Target
Asian	89.2	90	89.1	90	89.4	90	91 M		90.7 M		94.2 M	
Black	86.2	90	78	88	87.2	90	85.1	90	81.2	90	87.8	90
Latino	68	78	73.7	83	66	76	69.2	80	83.3	93	71.4	81
Multiple	74.1	84	77.4	78	78.2	88	78.9	90	81.2	90	82.6	90
Native Am	50	100	42.1	100	12.5	100	57.1	100	0	100	0	100
Pac Isl												
White	86.2	90	85.1	90	85.2	90	85.6	90	83.3	90	87.1	90
SpEd	63.3	73	59.7	70	63.9	74	65.5	76	85.7	90	69.8	80
TAG	92.7 M		92 M		92.9 M		92.2 M		90.3 M		91.7 M	
ELL	69.2	80	44.1	70	82.1	90	69.6	80	N/A	-	66.7	77
F&R Meals	63.7	74	58.1	70	63.1	73	63.8	74	61.7	72	69	80

9th Grade: 2021-2022 to 2022-2023

Population	English Lang and Lit	New Target	2022-2023 Q4 Data	Met Goal?	Math	New Target	2022-2023 Q4 Data	Met Goal?	Life and Physical Sciences	New Target	2022-2023 Q4 Data	Met Goal I?	Social Sciences and History	New Target	2022-2023 Q4 Data	Met Goal?	VAPA	New Target	2022-2023 Q4 Data	Met Goal?	World Lang	New Target	2022-2023 Q4 Data	Met Goal?
Asian	97.1%	M	100.0%	MP	100.0%	M	94.9%	N	100.0%	M	97.4%	N	97.1%	M	97.4%	MP	100.0%	M	100.0%	MP	100.0%	M	100.0%	MP
Black	88.9%	95%	94.7%	N	70.0%	90%	70.6%	N	88.9%	95%	88.9%	N	88.9%	95%	100.0%	MP	80.0%	90%	100.0%	MP	83.3%	90%	100.0%	MP
Latino	92.7%	M	90.9%	N	84.6%	90%	85.7%	N	92.3%	M	83.3%	N	89.7%	90%	94.9%	MP	100.0%	M	100.0%	MP	97.1%	M	100.0%	MP
Multiple	97.4%	M	92.9%	N	97.5%	M	89.3%	N	100.0%	M	90.9%	N	100.0%	M	96.4%	MP	100.0%	M	100.0%	MP	94.9%	M	98.0%	MP
White	96.6%	M	94.4%	N	93.4%	M	95.1%	M	92.8%	M	96.0%	MP	96.2%	M	97.4%	MP	99.1%	M	97.0%	N	97.4%	M	99.1%	MP
ELL	100.0%	M	87.5%	N	75.0%	90%	44.4%	N	75.0%	90%	57.1%	N	100.0%	M	85.7%	N	100.0%	M	100.0%	MP	100.0%	M	100.0%	MP
SpEd	88.0%	90%	64.9%	N	87.5%	90%	60.0%	N	88.0%	M	78.8%	N	84.0%	90%	77.8%	N	100.0%	M	75.0%	N	100.0%	M	87.5%	N
TAG	99.3%	M	100.0%	MP	99.2%	M	100.0%	MP	98.5%	M	99.2%	MP	97.7%	M	99.2%	MP	100.0%	M	100.0%	MP	98.6%	M	100.0%	MP

MP = Met Prior Year's Goal to Maintain
M = Maintain last year's %

In the 2022-2023, we did not meet our goals to maintain the Q4 passage rate for most groups from the previous year; however, most of those groups were at or above the 90th percentile. The exceptions are highlighted in the table in yellow if they were between the 80th and 90th percentiles and in red if they were below the 80th percentile, which are summarized below:

- Course passage rates of students receiving Special Education services were below 80% in English, math, science, social studies, and VAPA and between 80% and 90% in world language.
- Course passage rates of students receiving ESL services (emerging and progressing bilingual students) were below 80% in math and science and between 80% and 90% in English and social studies. Passage rates for VAPA and world language were 100%.
- Course passage rates of students identified as multiple races were between 80% and 90% in math; however, we would note that the rate was 89.3%.

- Course passage rates of students identified as Latino/a/x were between 80% and 90% in math and science.
- Course passage rates of students identified as Black were between 80% and 90% in science and below 80% in math.

Below is a table of 2023's Freshman Q4 data and our targets for 2024.

9th Grade: 2022-2023 to 2023-2024

Population	English Lang and Lit 2022-2023	New Target	Math 2022-2023	New Target	Life and Physical Sciences 2022-2023	New Target	Social Sciences and History 2022-2023	New Target	VAPA 2022-2023	New Target	World Lang 2022-2023	New Target
Asian	100.0%	M	94.9%	95%	97.4%	M	97.4%	M	100.0%	M	100.0%	M
Black	94.7%	95%	70.6%	90%	88.9%	90%	100.0%	M	100.0%	M	100.0%	M
Latino	90.9%	95%	85.7%	90%	83.3%	90%	94.9%	95%	100.0%	M	100.0%	M
Multiple	92.9%	95%	89.3%	90%	90.9%	95%	96.4%	M	100.0%	M	98.0%	M
Native Am	100.0%	M	100.0%	M	100.0%	M	100.0%	M			100.0%	M
Pac Isl	100.0%	M	100.0%	M	100.0%	M	100.0%	M			100.0%	M
White	94.4%	95%	95.1%	M	96.0%	M	97.4%	M	97.0%	M	99.1%	M
ELL	87.5%	90%	44.4%	90%	57.1%	90%	85.7%	90%	100.0%	M	100.0%	M
SpEd	64.9%	90%	60.0%	90%	78.8%	90%	77.8%	90%	75.0%	90%	87.5%	90%
TAG	100.0%	M	100.0%	M	99.2%	M	99.2%	M	100.0%	M	100.0%	M

M = Maintain last year's %

Results for 2024 Q4 successful course completion are below.

POPULATION ▲	COURSE SUBJECT ↕	English Language and Literature	Mathematics	Life and Physical Sciences	Social Sciences and History	Visual and Performing Arts	World Languages
All Students		89.5%	88.1%	90.0%	90.5%	92.9%	91.0%
Asian		92.9%	94.7%	93.4%	93.5%	93.3%	95.8%
Black		75.9%	73.0%	72.9%	76.8%	84.1%	74.3%
Latino		78.6%	76.8%	81.1%	76.2%	85.0%	78.7%
Multiple		89.5%	86.2%	88.6%	91.8%	92.8%	91.0%
Native Am		61.1%	50.0%	68.8%	70.0%	70.0%	66.7%
Pac Isl		82.6%	73.9%	66.7%	55.6%	61.5%	78.6%
White		95.2%	94.5%	95.5%	95.8%	96.6%	96.2%
ELL		75.3%	74.2%	74.2%	69.0%	77.6%	69.7%
SpEd		83.6%	78.7%	79.6%	81.4%	86.3%	81.4%
TAG		98.4%	97.7%	98.5%	98.6%	99.1%	98.1%

2024 Q4 Analysis, 9th Grade

We did not meet our goals to maintain the Q4 passage rate for most groups from the previous year. The exceptions are highlighted in the table in yellow if they were between the 60th and 90th percentiles. Please note that the range for yellow has increased. For some reason, what used to show as red in previous years (below 80th percentile), now pulls from the Dashboard in yellow. Red is used to denote course passage rates below the 60th percentile.

- Course passage rates of students receiving Special Education services were below 80% in math (78.7%) and science (79.6%) and between 80% and 90% in ELA, social science, and world languages. These results are not dissimilar to last year's results. We need to continue our interventions and review/revise our plans.
- Course passage rates of students receiving ESL services (emerging and progressing bilingual students) were below 80% in ELA, math, social science and just below 70% in math and world languages. These data represent a drop in core course passage across the board and require our attention. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates for students identified as Pacific Islander were below 80% in all course areas except ELA and below 70% in science and VAPA. The course passage rate in social science is below 60%. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates for students identified as Native American was between 70% in ELA, science, and world languages and at 70% in social science and VAPA. The rate in math is 50%. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates of students identified as multiple races were between 80% and 90% in ELA, math, and science. Improvement strategies will be developed with the ILT in the fall.
- Course passage rates of students identified as Latino/a/x were between 80% and 90% in science and VAPA. Rates for ELA, math, social sciences, and world languages were between 70% and 80%. Improvement strategies will be developed with the ILT in the fall.

- Course passage rates of students identified as Black were between 80% and 90% in VAPA only. All other course passage rates were between 70% and 80%. These data represent a drop in core course passage across the board and require our attention.. Improvement strategies will be developed with the ILT in the fall.

Below is a table of 2024's Freshman Q4 data and our targets for 2025.

9th Grade: 2023-2024 to 2024-2025

Population	English Lang and Lit 2023-2024	New Target	Math 2023-2024	New Target	Life and Physical Sciences 2023-2024	New Target	Social Sciences and History 2023-2024	New Target	VAPA 2023-2024	New Target	World Lang 2023-2024	New Target
Asian	92.9%	95.0%	94.7%	95.0%	93.4%	95.0%	93.5%	95.0%	92.9%	95.0%	91.0%	95.0%
Black	75.9%	90.0%	73.0%	90.0%	72.9%	90.0%	76.8%	90.0%	84.1%	90.0%	74.3%	90.0%
Latino	78.6%	90.0%	76.8%	90.0%	81.1%	90.0%	76.2%	90.0%	85.0%	90.0%	78.7%	90.0%
Multiple	89.5%	90.0%	86.2%	90.0%	88.6%	90.0%	91.8%	95.0%	92.8%	95.0%	91.0%	95.0%
Native Am	61.1%	90.0%	50.0%	90.0%	68.8%	90.0%	70.0%	90.0%	70.0%	90.0%	66.7%	90.0%
Pac Isl	82.6%	90.0%	73.9%	90.0%	66.7%	90.0%	55.6%	90.0%	61.5%	90.0%	78.6%	90.0%
White	95.2%	M	94.5%	95.0%	95.5%	M	95.8%	M	96.6%	M	96.2%	M
ELL	75.3%	90.0%	74.2%	90.0%	74.2%	90.0%	69.0%	90.0%	77.6%	90.0%	69.7%	90.0%
SpEd	83.6%	90.0%	78.7%	90.0%	79.6%	90.0%	81.4%	90.0%	86.3%	90.0%	81.4%	90.0%
TAG	98.4%	M	97.7%	M	98.5%	M	98.6%	M	99.1%	M	98.1%	M

What inequities in student outcomes did you notice and want to bring forward in planning? *Disaggregate by race, gender, orientation, students with disabilities and students learning English.*	**In 2019-20 and 2020-2021, students expressed feeling disconnected from school, which was only exacerbated by school closure and the CDL model. Our return to school has only slightly increased positive student responses on the Successful Schools Survey, and we are alarmed to see the responses from students in the following groups: transgender and questioning, Middle Eastern/North African, and African American.** ***2022-2023 survey results were previously summarized. A detailed review of the specific questions is included above.** **In 2023-2024, our main intervention regarding our school climate, particularly given some unfortunate incidents in the spring of the previous year, was through No Place for Hate.** **Our 2024-2025 School Climate Plan widens our approach from No Place for Hate ; plan pending Climate Team's work on School-wide Lessons (4) and overall plan as it develops this fall.** **We will continue to maintain and grow our student affinity groups; focus on SEL/Culturally Responsive instructional practices through explicit use of MYP ATLs and community-building in classes throughout the school; and implement school-wide climate lessons.** **We will survey our affinity groups and conduct focus groups to inform our work. Courses are being revised as part of our MYP authorization process to reflect global citizenship and a strong value for multiple perspectives so that all students see themselves in our curricula throughout the school.**

		We believe that all of this work, in combination, will improve the academic performance of all students as well and inform our second area of focus for planning below. 1. **There is a persistent gap in successful course passage rates for Black, Indigenous, and/or people of color (BIPOC) students, in addition to other historically underserved groups of students (SpEd, ESL, F&R) across curricular areas. We will continue to focus on 9th graders based upon the Ninth Grade On-track research and the PPS goal.**	

What needs did our data review elevate?	**The needs of our African American, Native American/Alaska Native, and Pacific Islander students and our school's impact on them were elevated.** **Our failure to meet academic goals for Emerging and Progressing Bilingual students, students eligible for free or reduced meals, and Native American students was elevated.**
ELD Programs Verification	Link to Form ● ~~I have filled out the ELD Programs Verification Forms for 2024-25~~
TAG Building Plan Verification	Link to Form ● ~~I have filled out the TAG FOCUS Checklist for 2024-25~~
Goal 1: School Climate	Increase positive responses overall and close all gaps on Successful Schools Survey in sense of belonging and engagement for the following groups of students: African American, American Indian/Alaska Native, and Pacific Islander.

	By (month/year)	By (month/year)	By (month/year)
Metrics	Professional Development Plan, High Schools; LHS specifics to be added this summer with Admin/PLC Leaders/Instructional Specialists. Parent Nights/Family Engagement: Freshman 101 (9th Grade Family Night) Family Night (targeting families with extra barriers) September School-wide Climate lessons (one/quarter) Climate PD, 1 mtg/month Carryover: Survey through affinity groups by the end of first quarter to inform needs and planning for the year.	Focus groups by the end of the first semester. Parent Nights/Family Engagement: Family Night (targeting families with extra barriers)/mid-year School-wide Climate lessons (one/quarter) Climate PD, 1 mtg/month	Successful Schools Survey Parent Nights/Family Engagement: Family Night (targeting families with extra barriers)/end-year School-wide Climate lessons (one/quarter) Climate PD, 1 mtg/month

	Courses are being revised as part of our MYP authorization process to reflect global citizenship and a strong value for multiple perspectives so that all students see themselves in our curricula throughout the school.		
Goal 2: Literacy	9th Grade: For all groups of students below 90% course passage rates in E/LA, history, and science, we will increase course passage rates by 10% or more. See targets in table.		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Q1+ grades 9th Grade On-track Reports	Q2+ grades 9th Grade On-track Reports	Q3+ grades 9th Grade On-track Reports
Goal 3: Mathematics	9th Grade: For all groups of students below 90% course passage rates, predominantly in Algebra 1-2 and Geometry, we will increase course passage rates by 10% or more. See targets in table.		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Q1 grades	Q2 grades	Q3 grades

Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

Goal 1:	Increase positive responses for all and close all gaps in sense of belonging and engagement for students identified in the following groups: African American, American Indian/Alaska Native, and Pacific Islander.			
What are we going to do?	**Strategy #1.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	Survey and Focus Groups: inquire as to the root causes that are impacting our students identified as African American, American Indian/Alaska Native, and Pacific Islander, and figure out how to address the issues,	
		Then… (this will happen)	Survey and Focus Groups: students will know that we care and are interested in changing our impact on their experience at Lincoln for the better,	
		And… (this will be the benefit)	their social-emotional and educational experience will improve.	
	Measures of Evidence for	Fall	Winter	Spring

How will we know the plan is working?	Adult Actions (connect to your "then" statement)	School-wide Inclusive Community Lessons (one/quarter) Implement 9th Grade RJ and Anti-bullying curricula Complete Unit Planners (3 or more), Complete Subject Group Overviews; MYP walkthroughs	School-wide Inclusive Community Lessons (one/quarter) Complete Unit Planners (4-6 or more), Review Subject Group Overviews; MYP walkthroughs	School-wide Inclusive Community Lessons (one/quarter) Evaluate Unit Planners, MYP walkthroughs
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		Affinity Group Surveys	Focus Groups Wellness Fair	Successful Schools Survey

	Person or Team Responsible	Change Ideas to be Implemented This Year	Due Date	Related FIT Item(s) (Consider 1 or 2)
How will we get the work done?	Admin/PLC Leaders/ Instructional Specialists	1. Set the tone and goals for the year through articulation of core values and data review 2. ESL PD session	1. August 2024 2. August 2024	Item 2.2 Professional learning is provided for all staff and based on stakeholder input. Item 4.4 School demonstrates ongoing and frequent progress monitoring in behavior and social-emotional status. Item 6.1 All adults in the school, including instructional and non-instructional staff, have a shared

				understanding and responsibility for the success of all students. Administrator is the instructional leader of the school and actively engages with faculty, staff and specialized educators in improving teaching and learning by leading design of a clear vision that guides instructional outcomes.
	Admin/PLC Leaders/ Instructional Specialists	3. Develop LHS PD Calendar as a Leadership Team along with the guidance from the district PD calendar ● 2 PLC meetings/month; course-alikes ● 1 All-staff Climate & Equity ● 1 Department 4. Articulate Teaching and Learning days to PPS Unit Unpacking Protocols cross-walked with MYP unit planning framework with course-alike teams.	3. Aug. 2024 4. On-going	Item 2.2 Professional learning is provided for all staff and based on stakeholder input.
	Admin/PLC Leaders/Climate Team (+ all teachers implementing)	5. Climate Committee to create School-wide Climate Lessons; whole school to deliver	5. On-going	Item 4.6 School uses a schoolwide (Tier I) behavior and social-emotional curriculum or framework, such as

				Positive Behavioral Interventions and Supports (PBIS), or other research-based multi-tiered system of support or school-wide strategies for behavior and social-emotional. Item 6.4 School assesses for and employs effective, culturally appropriate and sustaining practices.
	Admin/PLC Leaders/ Instructional Specialists	6. Monitor implementation of new MYP unit planner through walkthroughs; regular engagement in FOCUS Student work through ILT design protocols 2024 Update: On Track ([link to progress](#))per unit planners	6. On-going	Item 2.1 A formal, structured and sufficient coaching system strengthens teaching and learning.
	Admin/PLC Leaders/ Instructional Specialists	7. Review needs of teachers who still need assistance using ATLs and completing/implementing unit plans. ● Admin observations ● Admin/IL MYP walkthroughs	October – Mar. 2025	Item 2.3 Personnel evaluation is positive, structured and focused on improving teaching and learning.
	ALL	8. MYP Authorization	Fall 2024	
How does this connect to the [Graduate Portrait](#) and	Graduate Portrait	**Positive, Confident, and Connected Sense of Self** Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. **Resilient and Adaptable Lifelong Learners**		

RESJ Framework		Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.	
	RESJ Framework	**Identity** 1.2 Understanding of personal identity and ability to analyze and evaluate personal relationship to power, privilege and oppression in education. 1.3 Knowledge, comprehension and application of practices for positive cultural identity development. 1.4 Knowledge and comprehension of intersectionality and the multidimensionality of oppressions. 1.5 Ability to analyze and evaluate one's own actions and decision making and system structures to identify root causes of institutional racism and oppression. **Culturally Responsive Organization and Practices** 2.1 Knowledge and comprehension of foundations of culturally responsive practices and pedagogy. 2.3 Knowledge and comprehension of developmentally, racially and culturally responsive practices and strategies with students and families related to gender identity, sexual orientation, and gender expression 2.4 Ability to analyze and evaluate current practices and system structures to identify barriers, challenges and opportunities for the application of culturally responsive practices. **Implementing Strategies for Student Success -** **Closing the Opportunity Gap** 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes. 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups. **Problems of Practice** 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes. 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues. 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.	
Which PPS-specific domain(s) does this strategy support? In what ways?	Leadership	Set the tone via shared values. Share the data and action plan to improve the school for all students through our collective actions; FOCAL student protocols	
	Talent Development	Provide time for and empower PLC leaders/Instructional Specialists to plan and implement PD and work with their departments and individual teachers throughout the year.	
	Stakeholder Engagement and Partnership	Gather, analyze, and act upon feedback from students.	

	Well-Rounded, Coordinated Learning	Consistency between and among teachers and their practices will increase students' sense of belonging and engagement.
	Inclusive Policy and Practice	Listening to our students and consistently utilizing SEL/Culturally Responsive instructional strategies will increase student feelings of comfort and connectedness, which will enable them to grow socially, emotionally, and academically.

Additional strategies may be added to support this goal (example: Strategy 1.2, 1.3, 1.4, etc.)

Goal 2:	9th Grade: For all groups of students below 90% course passage rates in E/LA, history, and science, we will increase course passage rates by 10% or more.		
What are we going to do?	**Strategy #2.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	create strong 9th Grade Student Success Teams with consistent research-based practices, protocols, and interventions
		Then… (this will happen)	all students will have the support and structure they need,
		And… (this will be the benefit)	they will be able to pass their classes and develop the skills necessary to succeed at the next level.
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	**Fall** Summer retreat for 9th grade SST teams to align classroom norms/expectations, assessment practices, and use of canvas. Aug. 20 Data and all protocols shared with 9th Grade Teams Aug. 27 Mid-year Update: CHSS PD Oct. 23 Review and implement common FLI curriculum Summer Retreat; MYP Personal Project plan and OR Personal Finance integration (with initial pilot in FLI last year). Agree upon and implement common Tier 1 practices, specifically: student self-assessment, use of ELLevation platform to implement appropriate scaffolds aligned to needs, and	**Winter** Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, & plan/implement/monitor interventions Conduct empathy interviews Create and implement classroom-based Tier 2 interventions After School Academy	**Spring** Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, and plan/implement/monitor interventions Implement credit recovery Continue After School Academy

		common summative assessments. September. Meet weekly with full 9SST for each community to monitor student progress, identify Tier 2 students, & plan/implement/monitor interventions. Ongoing. SST Lead collaborates with Zach Hervery on 9th grade math acceleration strategies for students with tier II math support needs, specifically push ins, previewing content, high dosage tutoring, mini lessons to fill skills gaps. Sept.		

		Fall	Winter	Spring
	Measures of Evidence for Students (connect to your "and" statement)	Utilize qualitative and quantitative transition data to identify and support Tier 2 students	Gather and analyze 9th Grade Student Survey Gather and review 9th Grade Empathy interview data	Gather Q3+ data and analyze student grade data
		Gather and analyze Q1+ student grade data	Gather and analyze Q2+ student grade data	Gather and analyze Q3+ student grade data
		Gather Mid-Term progress report data		Review Successful Schools Survey data
		Review 9th Grade On-track Report	Review 9th Grade On-track Report	Review 9th Grade On-track Report
		All reporting periods and progress reports will be reviewed to plan for interventions throughout	All reporting periods and progress reports will be reviewed to plan for interventions throughout	All reporting periods and progress reports will be reviewed to plan for interventions throughout the year in Tiered Tracking Table

	Person or Team Responsible	Change Ideas to be Implemented This Year	Due Date	Related FIT Item(s) (Consider 1 or 2)
		the year in Tiered Tracking Table	the year in Tiered Tracking Table	
How will we get the work done?	Counselors, Admin, 9th Grade Instructional Specialist	1. Share transition data for incoming freshmen with 9th grade teams, to include assigned SpEd teacher and counselors	Aug. 2024	Item 3.1 General and specialized educators work in teams to monitor academic student progress and plan instruction and support across tiers.
	Teachers	2. Commit to shared equitable grading practices and other shared structures (Tier 1)	Sept. 2024	
	Teachers	3. Agree to common assessments; increase writing to include on essay per quarter, including three literary analysis	Sept. 2024	Item 3.6 School provides Universal (or Tier I) literacy support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.
	Teachers	4. Complete and implement shared cross-disciplinary unit planners	Winter 2024	Item 6.2 Structured and scheduled time exists for educators to work together, collaboratively plan, and collaboratively teach across grade levels, content areas, and specializations.

	9SST	5. 9th Grade Student Success Team (9SST): Regularly monitor Tier 2 students' progress and impact of interventions	On-going	Item 3.5 School has clear academic decision rules based on progress monitoring data. Item 6.2 Structured and scheduled time exists for educators to work together, collaboratively plan, and collaboratively teach across grade levels, content areas, and specializations
How does this connect to the _Graduate Portrait_ and _RESJ Framework_	Graduate Portrait	**Inquisitive Critical Thinkers with Deep Core Knowledge** Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. **Powerful and Effective Communicators** Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations. They are confident communicators who are mindful of the need to eliminate personal bias when developing content and are curious about other perspectives. They use effective listening skills to understand different points of view to develop material that is authentic, empathetic, and relevant to various audiences .They understand the power of information and how it can influence people's beliefs.		
	RESJ Framework	<u>**Implementing Strategies for Student Success -**</u> <u>**Closing the Opportunity Gap**</u> 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes.		

		3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups. **Problems of Practice** 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes. 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues. 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.
Which PPS-specific domain(s) does this strategy support? In what ways?	Leadership	Set instructional focus on 9th and 10th grades in alignment with MYP candidacy
	Talent Development	Empower Instructional Specialists to lead and coach teachers within the 9th Grade Communities
	Stakeholder Engagement and Partnership	Site Council reviews quarterly
	Well-Rounded, Coordinated Learning	Common unit plans, assignments, and assessments aligned to standards
	Inclusive Policy and Practice	9th Grade Community classes are untracked with all students mainstreamed and utilize weekly 9SST meetings with MTSS model

Additional strategies may be added to support this goal (example: Strategy 2.2, 2.3, 2.4, etc.)

Goal 3:	**9th Grade: For all groups of students below 90% course passage rates, predominantly in Algebra 1-2 and Geometry, we will increase course passage rates by 10% or more. See targets in table.**		
What are we going to do?	**Strategy #3.1** Written as a Theory of Action and reflects evidence-based practices	If we… (do this action)	provide resources and effective professional learning supports aligned to standards-based mathematics instruction and monitor student progress,
		Then… (this will happen)	teachers will implement effective math instruction using inquiry-based, proficiency-based instruction and intervene appropriately when students are not meeting proficiency,
		And… (this will be the benefit)	students will meet their math learning targets and pass their courses.

How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring
		Review math adoption; attend PPS Instructional Framework PD with new Algebra 1-2 team Refine alignment of instructional framework and new adoption with MYP	Monitor Tier 2 and 3 student progress in communication with SST	

		Revisit and refine common Unit Planners	Continue to revisit and refine common Unit Planners	Review and revise common Unit Planners as needed from first term
		Inquiry-based Instructional Framework PD in PLC	Consistently utilize inquiry-based instructional framework	
		Continue to review common practices, assessments, and protocols		
		New Intervention: Create math acceleration release period coupled with three FLI classes taught by the same math teacher to catch (as an action research-based intervention) math students needing additional Tier 2 supports	New Intervention: Monitor/review/analyze data against control group of students in need of Tier 2 math supports, who are not enrolled in the math teacher's FLI classes	New Intervention: Continue to monitor/review/analyze and make recommendations for future practice

	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		Q1 grades	Q2 grades	Q3 grades
		On-going formative assessment and common assessments	On-going formative assessment and common assessments	On-going formative assessment and common assessments

	Person or Team Responsible	Change Ideas to be Implemented This Year	Due Date	Related FIT Item(s) (Consider 1 or 2)
How will we get the work done?		1.Math teachers will review the PPS Instructional Framework and new math materials and align them with the MYP framework and unit plans, particularly with the new Algebra 1-2 team	September 2024	Item 3.10 School provides Universal (or Tier I) mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.
		2.Teachers will utilize inquiry-based and proficiency-based models.	On-going	Item 3.15 Educators use Universal Design for Learning

				(UDL) across all tiers of support by utilizing the three principles of UDL (multiple means of engagement, representation, and action and expression).
		3.Teachers will plan together in course-alike time throughout the year.	On-going	Item 5.3 School demonstrates the structures and supports for formalized, schoolwide collaborative instruction among peers.
		4. Teachers will use Thinking Classroom Problems (Peter Liljedahl) to provide structure for students to collaboratively work to increase engagement and sense of belonging in the math classroom.	On-going	Item 5.3 School demonstrates the structures and supports for formalized, schoolwide collaborative instruction among peers.
		5. Students will be able to monitor their own performance through reflection and self-assessment activities in the math classroom.	On-going	Item 3.9 School demonstrates ongoing and frequent progress monitoring in mathematics
How does this connect to the [*Graduate Portrait*](#) *and* [*RESJ Framework*](#)	Graduate Portrait	**Inquisitive Critical Thinkers with Deep Core Knowledge** Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They use strong number skills in real-world mathematics.		

	RESJ Framework	**Implementing Strategies for Student Success - Closing the Opportunity Gap** 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice. 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes. 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success. 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups.
Which PPS-specific domain(s) does this strategy support? *In what ways?*	Leadership	Set instructional focus on 9th and 10th grades in alignment with MYP candidacy
	Talent Development	Empower Math Department PLC Leaders & Instructional Specialists to lead and coach teachers within their department
	Stakeholder Engagement and Partnership	The Math Department worked collaboratively to develop this goal and will flesh out their units, assessments, progress monitoring, and interventions in course-alikes throughout the year.
	Well-Rounded, Coordinated Learning	Common unit plans, assignments, and assessments
	Inclusive Policy and Practice	All mainstreamed students take Algebra 1-2 or higher to meet the math graduation requirements.

Additional strategies may be added to support this goal (example: Strategy 3.2, 3.3, 3.4, etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimesterly "Plan - Do - Study - Act" (PDSA) routines.
Example: Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

> Survey data, focus group, and focal student data will inform action steps and "PDSA" plan for Goal 1.
>
> Course passage data will be reviewed quarterly, more often in 9SST, for Goals 2 & 3.

The chart below is to be completed at the time of each review of goal data. Extra rows can be added as needed.

Performance Up	Date	Strategy (e.g. "1.1 Increase % of students reading at grade level…")	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more or different is needed?

dat es	(To be completed BEFORE winter break)	Lincoln SCIP Quarterly Review		40		
	(To be completed BEFORE Spring break)					
	(To be completed by the end of May)					