

Profile and Plan Essentials

School		AUN/Branch
Lincoln Middle School		113364002
Address 1		
1001 Lehigh Ave		
Address 2		
City	State	Zip Code
Lancaster	Pennsylvania	17602
Chief School Administrator		Chief School Administrator Email
Dr. Keith Miles, Jr.		keithmiles@sd lancaster.org
Principal Name		
Ryan Schlinkman		
Principal Email		
rrschlinkman@lancaster.k12.pa.us		
Principal Phone Number		Principal Extension
717-291-6187		27510
School Improvement Facilitator Name		School Improvement Facilitator Email
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ryan Schlinkman	Principal	School District of Lancaster	rrschlinkman@sdlancaster.org
Ann Fesenmyer	Instructional Coach	School District of Lancaster	atfesenmyer@sdlancaster.org
Karyn Harnish	Teacher	School District of Lancaster	keharnish@sdlancaster.org
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Quentin Smith	Student	School District of Lancaster	
Shelby Cunningham	Principal	School District of Lancaster	slcunningham@sdlancaster.org
Lakeesha Lukes-Woodard	Community Member	School District of Lancaster	lnlukes@sdlancaster.org

Vision for Learning

Vision for Learning

Lincoln Middle School Students are prepared, empowered and inspired to reach their full potential and contribute as respectful, responsible citizens of our global society.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Math(70.8)	All student group Meets the Standard Demonstrating Growth

Challenges

Indicator	Comments/Notable Observations
PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%)	American Reading Company (ARC) Coaching 10 times per year ARC implementation for 7th and 8th grade Intervention period ARC is working where Co-teaching is in place
PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%)	Theory of Action (TOA) will drive the intensive grouping and support. More teachers are working with Small Group Instruction More teachers are co teaching intensive classes
PSSA - ELA--All Student Group Did Not Meet the standard demonstrating growth(60%)	Teachers are in the 2nd year of implementing ARC during the intensive period.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
	The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%)

PSSA - Students with Disabilities met or exceeded Statewide Goal increase in performance from previous year ESSA Student Subgroups Students with Disabilities	
Indicator PSSA - ELA 58.6% of our 2 or more races ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations The Two or More Races sub group met or exceeded the Interim Target and increased performance from the 22-23 school year. (57.1%-58.6%)
Indicator PSSA - ELA 57.7% of our Asian outperformed our all group(35%) ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations Exploration as to why Asian sub-group out performs the All group
Indicator PSSA - ELA 61.8% of our white group outperformed our All group ESSA Student Subgroups White	Comments/Notable Observations White group doubled the score from All group proficiency(35%)

Challenges

Indicator PSSA - ELA 1.4%% of the English Learner subgroup scored proficient or advanced ESSA Student Subgroups English Learners	Comments/Notable Observations This group decreased significantly from the prior year
Indicator PSSA - ELA--2.5% of the Students with Disabilities subgroup scored proficient or advanced ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This group decreased from prior year
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

PSSA - Math-- 8.1% of English Learners scored Proficient or Advanced ESSA Student Subgroups English Learners	This is a decrease from 22-23
Indicator PSSA-ELA--25% of Black Subgroup scored Proficient or Advanced ESSA Student Subgroups African-American/Black	Comments/Notable Observations This sub group is still well below target, however, they did not meet the performance goal, but they are trending upward from 22-23 school year
Indicator PSSA-ELA--33.2% of Economically Disadvantaged Subgroup scored Proficient or Advanced ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations ED sub group decreased performance from 22-23
Indicator PSSA-MATH--2.9% of Black Subgroup scored Proficient or Advanced ESSA Student Subgroups African-American/Black	Comments/Notable Observations This sub group is still well below and have decreased their performance goal from the 21-22 school year
Indicator PSSA - ELA 29% of Hispanic students underperformed the All group (35%) ESSA Student Subgroups Hispanic	Comments/Notable Observations Exploration as to why Hispanic group historically underperforms our All group

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student group Meets the Standard Demonstrating Growth(70%)
The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%)

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%)

PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%)
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
Renaissance STAR (37+-% of students who are proficient or advanced)	score is based on average of 6-8th grade MP 3 overall score
Renaissance STAR- 47.3% of sixth graders are on target for demonstrating one year's growth	Evidence provided from STAR Assessment Quarter 2
Renaissance STAR- 53% of seventh graders are on target for demonstrating one year's growth	score is based on average of 6-8th grade MP 3 overall score
Renaissance STAR- 56% of eighth graders are on target for demonstrating one year's growth	Evidence provided from STAR Assessment Quarter 2

English Language Arts Summary

Strengths

Students in 7th and 8th grade continue to increase proficiency scores on the Renaissance STAR ELA Assessment. 8th grade exceeded their end of the year benchmark
White Sub group has increased PSSA proficiency level higher than pre-Covid (56.5% to 61.8%)
2 Or more Races Sub group has increased PSSA proficiency level higher than pre-Covid (44.7% to 58.6%)

Challenges

Students struggle with grade level texts
Vocabulary is limited which interferes with comprehension
Renaissance STAR (37+-% of students who are proficient or advanced) End of the year benchmarks were not met by the 6th and 7th grade students
6th grade students benchmark proficiency levels decreased with each STAR Assessment

Mathematics

Data	Comments/Notable Observations
Renaissance STAR- 54% of eighth graders are on target for demonstrating one year's growth	Evidence provided from STAR Assessment Quarter 2
Renaissance STAR- 55% of seventh graders are on target for demonstrating one year's growth	Evidence provided from STAR Assessment Quarter 2

66% of seventh graders are on target for demonstrating one year's growth	Evidence provided from STAR Assessment Quarter 2
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Mathematics Summary

Strengths

Math teachers identified learner center problems and then IU worked with school to provide PD for implementation
District has a comprehensive Math Curriculum that is being implemented with fidelity
Theory of Action Committee has been meeting to establish consistent guidelines for intervention
Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee

Challenges

Many students have a learning gap of more than 2 years
Teachers are learning their new curriculum
Teachers are learning how to conduct small groups
Teachers are co-teaching in order to have remediation and enrichment with their students

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No data sets available	NA

Science, Technology, and Engineering Education Summary

Strengths

No data sets available

Challenges

No data set available

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello-- 99.1 % of students had career readiness indicators	Electronic format for students to explore colleges, careers, and their interests. Increases self knowledge and life skills.
Student work samples	Students in grades 6-8 have a college and career readiness portfolio.
YES Day (School wide career day)	Students were able to meet CEW standards in grades 6-8.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Using technology to explore careers and colleges. (students are 1 to 1 with technology)

Students on field trips to explore local colleges and businesses.

"YES Day" has a positive impact on student awareness.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Staff buy in an implementation of the curriculum.

Xello is not at the appropriate level for our ELL and special education students.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

NA

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

NA

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards *
Implement evidence-based strategies to engage families to support learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All student group Meets the Standard Demonstrating Growth(70%)	False
The Students with Disabilities sub group increased their achievement in ELA from the 22-23 school year. (71%-93%)	False
Students in 7th and 8th grade continue to increase proficiency scores on the Renaissance STAR ELA Assessment. 8th grade exceeded their end of the year benchmark	False
Math teachers identified learner center problems and then IU worked with school to provide PD for implementation	True
District has a comprehensive Math Curriculum that is being implemented with fidelity	True
Theory of Action Committee has been meeting to establish consistent guidelines for intervention	True
White Sub group has increased PSSA proficiency level higher than pre-Covid (56.5% to 61.8%)	False
2 Or more Races Sub group has increased PSSA proficiency level higher than pre-Covid (44.7% to 58.6%)	False
No data sets available	False
Students on field trips to explore local colleges and businesses.	False
"YES Day" has a positive impact on student awareness.	False
"YES Day" has a positive impact on student awareness.	False
Using technology to explore careers and colleges. (students are 1 to 1 with technology)	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False
	False
Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
NA	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%)	True
PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%)	True
Students struggle with grade level texts	False
Many students have a learning gap of more than 2 years	False
Teachers are learning their new curriculum	False
Teachers are learning how to conduct small groups	False
Renaissance STAR (37+-% of students who are proficient or advanced) End of the year benchmarks were not met by the 6th and 7th grade students	False
6th grade students benchmark proficiency levels decreased with each STAR Assessment	False
Staff buy in an implementation of the curriculum.	False
Xello is not at the appropriate level for our ELL and special education students.	False
Align curricular materials and lesson plans to the PA Standards *	False
Implement evidence-based strategies to engage families to support learning	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
No data set available	False
Teachers are co-teaching in order to have remediation and enrichment with their students	False
Vocabulary is limited which interferes with comprehension	False
NA	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

When reviewing data it is evident that strengthening core instruction and implementing a tiered support system is necessary in order to strengthen student performance and promote student growth and achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA - ELA--All Student Group Did Not Meet Interim Goal/Improvement Target -- Decrease in performance from the previous year (actual-35%)	Reading comprehension continues to be a major focus for our improvement efforts	True
PSSA - Math--All Student Group Did Not Meet Interim Goal/Improvement Target (actual 12.3%)	Math Problem Solving continues to be a major focus for our improvement efforts	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Math teachers identified learner center problems and then IU worked with school to provide PD for implementation	Math teachers have attended PD at the IU that introduces Problem Solving strategies and have been applying their learning in the classroom.
District has a comprehensive Math Curriculum that is being implemented with fidelity	Teacher are on their second year of implementation
Theory of Action Committee has been meeting to establish consistent guidelines for intervention	Guidelines for Intervention have been uploaded into the Comprehensive Middle School Math folder and a Math Interventionist position has been posted.
Math teachers instruct all of their students during intensive based on recommendation scheduling from TOA committee	Resources for Intervention have been provided to all Math teachers
Implement an evidence-based system of schoolwide positive behavior interventions and supports	The TSTL position has been implementing Restorative Practices and providing PD

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy. (Reading Comprehension)
	IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in mathematics.(Problem Solving)

Goal Setting

Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in English language arts/literacy. (Reading Comprehension)

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 45% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
ELA - 6th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 36% of sixth-grade students will score proficient or advanced on the STAR reading assessment	By December 30, 2024, 39% of sixth-grade students will score proficient or advanced on the STAR reading assessment	By March 30, 2025, 42% of sixth-grade students will score proficient or advanced on the STAR reading assessment	By June 30, 2025, 45% of sixth-grade students will score proficient or advanced on the STAR reading assessment

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 43% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
ELA - 7th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 36% of seventh-grade students will score proficient or advanced on the STAR reading assessment.	By December 30, 2024, 38% of seventh-grade students will score proficient or advanced on the STAR reading assessment.	By March 30, 2025, 40% of seventh-grade students will score proficient or advanced on the STAR reading assessment.	By June 30, 2025, 43% of seventh-grade students will score proficient or advanced on the STAR reading assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			

By June 2025, 45% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
ELA - 8th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 38% of eighth grade students will score proficient or advanced on the STAR reading assessment.	By December 30, 2024, 40% of eighth-grade students will score proficient or advanced on the STAR reading assessment.	By March 30, 2025, 42% of eighth-grade students will score proficient or advanced on the STAR reading assessment.	By June 30, 2025, 45% of eighth-grade students will score proficient or advanced on the STAR reading assessment.

Priority: IF we provide an aligned curriculum and assessment system implemented with one(1) or more evidence-based instructional strategies, THEN learners will meet grade-level proficiency in mathematics.(Problem Solving)

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 30% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Math - 6th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 24% of sixth grade students will score proficient or advanced on the STAR Math assessment.	By December 30, 2024, 26% of sixth grade students will score proficient or advanced on the STAR Math assessment.	By March 30, 2025, 28% of sixth grade students will score proficient or advanced on the STAR Math assessment.	By June 30, 2025, 30% of eighth grade students will score proficient or advanced on the STAR reading assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 30% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Math - 7th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 24% of seventh grade students will score	By December 30, 2024, 26% of seventh grade students will	By March 30, 2025, 28% of seventh grade students will	By June 30, 2025, 30% of seventh grade students will

proficient or advanced on the STAR Math assessment.	score proficient or advanced on the STAR Math assessment.	score proficient or advanced on the STAR Math assessment.	score proficient or advanced on the STAR Math assessment.
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Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score.			
Measurable Goal Nickname (35 Character Max)			
Math - 8th grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 24% of eighth grade students will score proficient or advanced on the STAR Math assessment.	By December 30, 2024, 26% of eighth grade students will score proficient or advanced on the STAR Math assessment.	By March 30, 2025, 28% of eighth grade students will score proficient or advanced on the STAR Math assessment.	By June 30, 2025, 30% of eighth grade students will score proficient or advanced on the STAR Math assessment.

Action Plan

Measurable Goals

ELA - 6th grade	ELA - 7th grade
ELA - 8th grade	Math - 6th grade
Math - 7th grade	Math - 8th grade

Action Plan For: Assist students in monitoring and reflecting on the problem solving process

Measurable Goals:
<ul style="list-style-type: none"> By June 2025, 30% of eighth grade students will be proficient on the Star Math Assessment based on the unified scale score. By June 2025, 30% of seventh grade students will be proficient on the Star Math Assessment based on the unified scale score. By June 2025, 30% of sixth grade students will be proficient on the Star Math Assessment based on the unified scale score.

Action Step		Anticipated Start/Completion Date	
Provide students with problem solving prompts to monitor and reflect using the Problem Solving Strategies		2024-08-26	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Teachers	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
Use student thinking and student discourse to drive instruction.		2024-08-26	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Teachers	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
Administer quarterly assessments		2024-08-26	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
PLC/DDI discussion of formative student work, common assessments and instructional shifts.		2024-09-05	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Ryan Schlinkman	EBS Packet STAR IXL IXL Common Assessments PD	No	

Action Step		Anticipated Start/Completion Date	
Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy.		2024-08-26	2024-12-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Matt Mandell/ Adam Hess	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
PD on alignment docs and resources.		2024-08-13	2024-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Ryan Schlinkman/Adam Hess	EBS Packet STAR IXL PD	Yes	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored with the leadership team.		2024-08-30	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/Gregg McGough	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
Provide Professional Development for with emphasis on Evidence-Based Strategies		2024-09-26	2025-03-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Gregg McGough/Kristina Fulton	EBS Packet STAR IXL Supplies for PD PD	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct 1:1 Student Conferencing and small group instruction		2024-09-20	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/Teachers	EBS Packet STAR IXL Instructional Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Daily- local award systems for students who attend regularly Monthly- School Based team will track the Chronically Absent students and make contact home to parents and caregivers		2024-09-02	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Showers/Teachers	EBS Packet STAR IXL Home School Visitor PD	No	
Action Step		Anticipated Start/Completion Date	
Host Tier 2 and Tier 3 meetings with CA students		2024-09-02	2025-05-23

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melissa Ramos/Beth Coder/Alyssa Laughner/ Jamie Showers	EBS Packet STAR IXL Home School Visitor PD	No	
Action Step		Anticipated Start/Completion Date	
Building will monitor the implementation of the plan through monthly and quarterly routines.		2024-08-26	2025-06-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/ Gregg McGough	EBS Packet STAR IXL PD	No	
Action Step		Anticipated Start/Completion Date	
PLC/DDI discussion of formative student work, common assessments and instructional shifts.		2024-12-05	2025-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer	EBS Packet STAR IXL Student work Common Assessments PD	No	
Action Step		Anticipated Start/Completion Date	
PLC/DDI discussion of formative student work, common assessments and instructional shifts.		2025-03-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/teachers	EBS Packet STAR IXL Student work Common Assessments PD	No	
Action Step		Anticipated Start/Completion Date	
PLC/DDI discussion of formative student work, common assessments and instructional shifts.		2025-05-09	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer	EBS Packet STAR IXL Student work Common Assessments PD	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals		2024-09-05	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers	EBS Packet STAR IXL PD Student work	Yes	

Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals		2024-11-01	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers	EBS Packet STAR IXL PD Student work	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals		2025-01-02	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers	EBS Packet STAR IXL PD Student work	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals		2025-03-06	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman/Ann Fesenmyer/Lauren Kirshner/Math teachers	EBS Packet STAR IXL PD Student work	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of Math general education teachers will implement the Evidence-Based Strategies 100 % of Math core content teachers will collect and use student evidence of problem solving 100% of eligible students will take quarterly assessments 75% of PLCs will report instructional shifts Short term- Monthly review CA students Mid-Term-Quarterly- Tracking of CA students and impact on students Evidence of 1:1 student conferencing documentation.	*The plan and its implementation shall be regularly monitored as required by ESSA 1114 (b) (3) People: Implementation Team Frequency: Bi-Weekly, Monthly, & Quarterly Routines to Review plan Implementation *Method: Bi-Weekly Tracking Sheet, Monthly, and Quarterly Agendas and Data Tables. *Sharing Walkthrough data with teachers during monthly PLC Data meetings - Monthly Data Team meetings with Content, Quad, Grade Level using assessment data and classroom data using Data CODE Form to track implementation

Action Plan For: Routinely use a set of comprehension-building practices to help students make sense of a text

Measurable Goals:			
<ul style="list-style-type: none"> By June 2025, 45% of sixth grade students will be proficient on the Star Reading Assessment based on the unified scale score. By June 2025, 43% of seventh grade students will be proficient on the Star Reading Assessment based on the unified scale score. By June 2025, 45% of eighth grade students will be proficient on the Star Reading Assessment based on the unified scale score. 			

Action Step		Anticipated Start/Completion Date	
Ongoing Professional development of purposeful planning on literacy resource		2024-08-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian McDonald, Liz Graham, Ann Fesenmyer	EBS Packet STAR IXL Supplies PD	Yes	
Action Step		Anticipated Start/Completion Date	
Administer Common Assessments and use data to inform instruction		2024-09-13	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer, teachers	EBS Packet STAR	No	
Action Step		Anticipated Start/Completion Date	
During DDI PLCs, analyze Common Assessment data and instructional shifts		2024-09-05	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, teachers	EBS Packet STAR IXL	Yes	
Action Step		Anticipated Start/Completion Date	
Increased accountability for implementation of Evidence-Based Strategies through walkthrough evidence		2024-10-16	2025-04-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Brian McDonald, Ann Fesenmyer, Liz Graham	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Conduct 1:1 Student Conferencing and small group instruction		2024-09-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	EBS Packet STAR IXL Supplies PD	Yes	

Action Step		Anticipated Start/Completion Date	
Build students' word/world knowledge		2024-08-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Teach Questioning Strategies		2024-08-26	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Teach students a routine to determine the gist of a short selection of a text		2024-09-16	2024-12-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Teach students how to monitor their comprehension		2024-08-26	2024-12-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ann Fesenmyer/ Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the Evidence Based Strategy will be monitored by the leadership team.		2024-09-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Gregg McGough	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Daily- local award systems for students who attend regularly Weekly- School Based team will track the Chronically Absent students and make contact home to parents and caregivers		2024-09-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Showers/Teachers	EBS Packet STAR IXL Home School Visitor PD	No	
Action Step		Anticipated Start/Completion Date	

Host Tier 2 and Tier 3 meetings with CA students		2024-09-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melissa Ramos/Beth Coder/Alyssa Laughner/ Jamie Showers	EBS Packet STAR IXL Home School Visitor PD	No	
Action Step		Anticipated Start/Completion Date	
Building will monitor the implementation of the plan through monthly and quarterly routines.		2024-08-16	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Gregg McGough	EBS Packet STAR (CSI) IXL (CSI) PD (CSI)	No	
Action Step		Anticipated Start/Completion Date	
ELA teachers will implement the Evidence Based Strategies (CAI)		2024-09-16	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	EBS Packet STAR IXL Supplies PD	Yes	
Action Step		Anticipated Start/Completion Date	
During DDI PLCs, analyze Common Assessment data and instructional shifts		2024-12-05	2025-01-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
During DDI PLCs, analyze Common Assessment data and instructional shifts		2025-03-03	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
During DDI PLCs, analyze Common Assessment data and instructional shifts		2025-05-09	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals		2024-09-05	2024-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers	EBS Packet STAR IXL Supplies PD	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals		2024-11-07	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals		2025-01-02	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers	EBS Packet STAR IXL Supplies PD	No	
Action Step		Anticipated Start/Completion Date	
Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals		2025-03-06	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Schlinkman, Ann Fesenmyer, Karyn Bender, Rodney Winkelspecht, Teachers	EBS Packet STAR IXL Supplies PD	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of ELA teachers will implement the Evidence Based Strategies (CAI) 100% of teachers will collect and use student evidence of comprehension 100% of eligible students will take quarterly assessments 75% of PLCs will report Instructional shifts	<p>*The plan and its implementation shall be regularly monitored as required by ESSA 1114 (b) (3) People: Implementation Team Frequency: Bi-Weekly, Monthly, & Quarterly Routines to Review plan Implementation *Method: Bi-Weekly Tracking Sheet, Monthly, and Quarterly Agendas and Data Tables.</p> <p>*Sharing Walkthrough data with teachers during monthly PLC Data meetings - Monthly Data Team meetings with Content, Quad, Grade Level using assessment data and classroom data using Data CODE Form to track implementation</p>

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
STAR Benchmark Assessment Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process Routinely use a set of comprehension-building practices to help students make sense of a text 	Supplies & Property	1	27000
IXL Lincoln Middle School is an institution charged with supporting middle school students who historically	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process 	Supplies & Property	1	27000

score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	<ul style="list-style-type: none"> Routinely use a set of comprehension-building practices to help students make sense of a text 			
Professional Development Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process Routinely use a set of comprehension-building practices to help students make sense of a text 	Services	1	54019

(EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
<p>Tiered Support in support of ELA Rec.2 and Math Rec. 3 Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so</p>	<ul style="list-style-type: none"> • Assist students in monitoring and reflecting on the problem solving process • Routinely use a set of comprehension-building practices to help students make sense of a text 	Salary	1	88000

that students can re-engage in classroom instruction.				
<p>Tiered Support In Support of plan Lincoln Middle School is an institution charged with supporting middle school students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Lincoln Middle School students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> • Assist students in monitoring and reflecting on the problem solving process • Routinely use a set of comprehension-building practices to help students make sense of a text 	Benefits	1	65000
Total Expenditures				261019

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process Routinely use a set of comprehension-building practices to help students make sense of a text 	Instructional Supplies-	51371
Other Expenditures	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process Routinely use a set of comprehension-building practices to help students make sense of a text 	Professional Development- 2270- Professional Development	31000
Instruction	<ul style="list-style-type: none"> Assist students in monitoring and reflecting on the problem solving process Routinely use a set of comprehension-building practices to help students make sense of a text 	100- Salaries, Building Coach	87000
Other Expenditures	<ul style="list-style-type: none"> Assist students in monitoring and 	Family and Parent Engagement	4500

	reflecting on the problem solving process <ul style="list-style-type: none">• Routinely use a set of comprehension-building practices to help students make sense of a text			
Total Expenditures				173871

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Assist students in monitoring and reflecting on the problem solving process	PD on alignment docs and resources.
Assist students in monitoring and reflecting on the problem solving process	Provide Professional Development for with emphasis on Evidence-Based Strategies
Assist students in monitoring and reflecting on the problem solving process	Monthly Data meetings with the Math Interventionist and Math Teachers to discuss student progress and setting goals
Routinely use a set of comprehension-building practices to help students make sense of a text	Ongoing Professional development of purposeful planning on literacy resource
Routinely use a set of comprehension-building practices to help students make sense of a text	During DDI PLCs, analyze Common Assessment data and instructional shifts
Routinely use a set of comprehension-building practices to help students make sense of a text	Conduct 1:1 Student Conferencing and small group instruction
Routinely use a set of comprehension-building practices to help students make sense of a text	ELA teachers will implement the Evidence Based Strategies (CAI)
Routinely use a set of comprehension-building practices to help students make sense of a text	Monthly Data meetings with the Literacy Specialists and ELA Teachers to discuss student progress and setting goals

PD on alignment docs- Math Curriculum year 3 PD

Action Step		
<ul style="list-style-type: none"> PD on alignment docs and resources. 		
Audience		
Teachers		
Topics to be Included		
New Math Curriculum		
Evidence of Learning		
Math curriculum will be aligned and teachers will implement the aligned curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Content Coordinator, District Coach	2024-08-16	2024-09-06

Learning Format

Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Small Group Instruction

Action Step		
<ul style="list-style-type: none"> Provide Professional Development for with emphasis on Evidence-Based Strategies 		
Audience		
Teachers		
Topics to be Included		
Clarifying SGI Strategies and Procedures and conducting 1:1 Student Conferences		
Evidence of Learning		
Teachers implementing SGI with fidelity and teachers conducting data conferences with students		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU13 team	2024-09-16	2025-05-16

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Literacy Coaching

Action Step		
<ul style="list-style-type: none"> Provide Professional Development for with emphasis on Evidence-Based Strategies 		
Audience		
Teachers, instructional coach		
Topics to be Included		

Implementation of Year 3 of literacy resource for intervention		
Evidence of Learning		
Student work, discussions, classroom observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Coach, Instructional Coach,	2024-09-30	2025-05-16

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Building Word and World Knowledge and Monitoring comprehension

Action Step		
<ul style="list-style-type: none"> Provide Professional Development for with emphasis on Evidence-Based Strategies 		
Audience		
Teachers		
Topics to be Included		
strategies to build word knowledge and monitor comprehension		
Evidence of Learning		
Teachers using strategies with fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Coach Instructional Coach	2024-08-16	2024-10-16

Learning Format

Type of Activities	Frequency
Learning walk	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement.pdf

Chief School Administrator	Date
Dr Keith Miles	2024-08-20
Building Principal Signature	Date
Ryan Schlinkman	2024-08-20
School Improvement Facilitator Signature	Date
Gregory M. McGough, Ed.D., CSIS	2024-08-22