



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2008-09**

School Lincoln High School
Principal Cindy Crumb

Reporting Schedule	School Submittal	Board Summary
<input checked="" type="checkbox"/> Report 1	1-12-09	2-09-09
<input type="checkbox"/> Report 2	4-13-09	5-4-09
<input type="checkbox"/> Report 3	6-19-09	7-13-09

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: All students have been tested using the DRP. Winter Reading Benchmark given to over 90% of our students who have not passed the WASL. Bubble students enrolled *READ180*[®]. Positive assessment data reflect student success with *READ180*[®]. Students enrolled in Book Club were surveyed and report a positive experience with the class.

Objective 1.2: District writing benchmark given to all grade 9 and 10 students, as well as graders 11 and 12 students who have not passed the WASL. Collaboration among teachers across content areas that require students to write use writing skills across all subject areas.

Objective 1.3: Both math teachers are trained to implement the Collection of Evidence option for students. Lincoln added a class for juniors and seniors who are working toward the COE requirement in math. Of students enrolled in WASL math classes, 95% took the winter math benchmark.

Objective 1.4: New partnerships include: Art Feiro Marine Life Center, Peninsula College, and U. S. Dept. of Agriculture Research, Conservation, and Development. The OPI partnership continues to grow to support science EALR acquisition. Staff aligned the History of the Olympics curriculum with the following science GLEs: 1.3.5, 1.3.4, 1.2.4, 2.1.1, 2.1.2, 3.2.2, 3.1.2, 3.1.3.

Key Barriers To Progress (incl. relevant problem solving steps)

Objective 1.1: Staff continues to respond to students who are discouraged and lack the grade level skills to be successful, at times, with the amount and rigor of some of the curriculum they have to read. Ensure that students' reading strengths and weaknesses are identified upon entry to Lincoln. Continue to incorporate reading stem questions into all classes to reinforce skills.

Objective 1.2: Students lack basic skills in content, organization and style. Using the OSPI writing modules to focus instruction in the next few month leading up to the WASL in this area.

Objective 1.3: Winter benchmark data shows that 10th grade students are performing at 40% on the district assessment. Staff identified those students and is updating their student learning plan to reflect remediation strategies. We will meet with students and whenever possible parents to communicate how students are doing in progressing towards mastery on the WASL.

Objective 1.4: Staff continues to work with students who are discouraged and lack graduation credits. Motivating them with real-life curriculum continues to be the focus. Lincoln's science teacher developed and taught a new Earth Science unit, History of the Olympics. Projects include marine science, 8th Street Bridge Project, Port Angeles weather and climate change.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1: The site team would like to equip a Lincoln classroom with enough computers to offer <i>READ180</i> [®] on the campus. This would allow students to access the curriculum throughout the day. Lincoln needs district support to train both English teachers in the COE for both reading and writing.	Objective 1.1: Implementation of Book Club to support motivating students' reading. Action plan revision to include <i>READ180</i> [®] lab is under construction.
Objective 1.2: Support in helping teachers to use the OSPI writing modules. This will be a focus for us during the next few months before the WASL. We continue to need support from Digital Learning Commons in order to more effectively support students with on-line curriculum.	Objective 1.2: We would like to have one designated teacher to take the lead with the on-line opportunities for students. This teacher can then assist the remainder of the staff with incorporating it into their classes.
Objective 1.3: The support of one extra math teacher three periods per day has been instrumental in enabling us to serve our most struggling students. We still work hard every day to teach basic skills to students and at the same time get them ready to be successful on the WASL. Continued support with LAP funds is critical for us to increase the number of students passing the WASL	Objective 1.3: We have added a Collection of Evidence class for qualifying students. This class is funded through LAP funds. More work is needed with students in basic skills than we had anticipated in the fall.
Objective 1.4: We need a science teacher a Lincoln. Continued district support for the science position. No other support at this time.	Objective 1.4: New partnerships with community organizations have provided opportunities for students that were not anticipated in the fall. We welcome these partnerships and will focus on developing more real life partnerships for all of our teachers.

Summary Student Internal Accountability System Performance Data to Date (2007-08 is end-of-year data; 2008-09 is year-to-date data)													
Internal Assessment Results for 2007-08 (EOY)							Internal Assessment Results for 2008-09 (YTD)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
9	141	83.69%	3	0	0	6	9	95.35	80.70%	0	0	0	3
10	276	82.84%	5	2	0	12	10	189.52	84.54%	4	1	1	8
11	760	72.29%	11	2	0	19	11	127.12	89.31%	5	0	0	4
12	1109	78.75%	3	0	0	7	12	471.51	84.91%	1	0	0	0

Analysis Tool/ Measurement Device	Results for 2007-08					Results for 2008-09				
Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)	Reading					Reading				
	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark	Grade	Fall DRP	Fall DRA Number Administered	Fall DRA Average Grade Level Equiv.	District Benchmark
	9	50%	6	5.4	75.0%	9	51%	12	6.0	35%
	10	60%	22	6.4	75.0%	10	61%	23	6.8	40%
	11	75%	11	7.1	75.0%	11	56%	27	7.2	❖
12	70%	❖	❖	❖	12	62%	❖	❖	❖	
District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)	Writing				Math	Writing				Math
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	47.0%	35.0%	40.5%	9	❖	17%	⊕	13%
	10	65%	47.0%	❖	40.5%	10	21%	32%	❖	15%
	11	❖	47.0%	❖	40.5%	11	❖	❖	❖	❖
12	❖	❖	00%	❖	12	❖	❖	SCP	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Benchmark (percent of students at standard)	Classroom-Based Assessment				Science	Classroom-Based Assessment				Science
	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark	Grade	Social Studies	The Arts	Health/Fitness	District Benchmark
	9	00%	Pilot	n/a	51.3%	9	❖	⊕	❖	48%
	10	00%	Pilot	n/a	51.3%	10	⊕	⊕	❖	52%
	11	00%	Pilot	n/a	❖	11	⊕	⊕	❖	❖
12	00%	Pilot	n/a	❖	12	❖	⊕	❖	❖	

⊕ indicates data will be included during a reporting period in the future; not planned for this report period. ❖ indicates data collection not anticipated; not part of district's 2008-09 assessment plan.

Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • WASL, DRP, district benchmark, graduation data. 1.1, 1.2, 1.3, 1.4, 1.5 • Student Learning Plans. 1.1, 1.2, 1.3, 1.4, 1.5 • Professional Development year-long plan reviewed, updated and revised. 2.1 • Researching curriculum for addressing student apathy. 1.5, 1.6, 3.1 • Reading Stem Questions, across all content areas. 1.1, 1.2, 1.3, 1.4 • On-time graduation. 1.5, 1.6 • Student discipline and services. 1.6, 3.1 • Open House/parent conferences. 1.5, 1.6, 3.1 	<p>Collaborative time has been spent this year looking at various data points in order to increase teachers' strategies for increasing students' success on assessments and to design student learning plans. We have spent a considerable amount of time on students' apathy and discipline issues, as well as, tracking graduation status for our students. Other topics include looking at Reading Stem Questions and using them across all content areas. Time has gone into planning for Open House and Parent Conferences. 76% of our students required Student Learning Plans due to not passing the WASL, lack of attendance, and/or in credit deficiency.</p>

Summary Analysis of <i>Parent & Student Engagement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • October, Open House. 1.6, 3.1 • November, Parent Conferences. 1.1., 1.2, 1.3, 1.4, 1.5, 1.6, 3.1 • School Newsletter. 1.6, 3.1 • Individual parent/teacher/student conferences. 1.1., 1.2, 1.3, 1.4, 1.5, 1.6, 3.1 • Site team involvement from parents and students. 1.6, 3.1 • Regular ASB meeting held. 1.6, 3.1 • Weekly leadership meetings. 1.6, 3.1 	<p>We have spent a lot of time this year looking at various ways to get our students and parents more involved. Our site-team has parent and student involvement and we are looking at opportunities to bring our students into the community and the community into our school. We have a new leadership/ASB advisor this year. We are meeting with students weekly in a leadership capacity. We have our ASB constitution ready for the school board to adopt. The Building Bridges coordinator has started a Reconnecting Youth class and is working with a group of students who are experiencing truancy issues.</p>

Summary Analysis of <i>On-Time Graduation Rate Improvement Activities</i> during Report Period (reference related action plan data)	
<ul style="list-style-type: none"> • All seniors identified and Student Learning Plans reviewed weekly. 1.5 • Individual meetings with principal and all seniors. 1.5 • Building Bridges coordinator working with all juniors and seniors. 1.5 • After school opportunities for tutoring. 1.1, 1.2, 1.3, 1.4, 1.5 • Contract and on-line learning opportunities for students needing to recover credits. 1.1, 1.2, 1.3, 1.4, 1.5 	<p>In August we identified those students who had 15 or more credits and who could possibly graduate in June. We began meeting individually with seniors in August and have continued to meet with them weekly. Our Building Bridges coordinator is tracking our seniors providing the extra support needed for them to graduate. We have 47 students who are designated 12th grade in September 2008; 38% of those seniors have enough credits to graduate in June of 2009. Our Reconnecting Youth class is aimed at our younger students who are experiencing problems socially, academically, and emotionally.</p>

This summary will serve as a cover page to the *Action Plan* sections of the CSIP for each school.

ACTION PLAN

GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.

OBJECTIVE 1.1 All schools will annually improve student reading skills so that the percentage of students demonstrating adequate yearly progress in reading achievement increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	2008 WASL: 28.0% of grade 10 students (7) did not meet standard on the reading WASL.				
STRATEGY	Use WASL, district benchmark and <i>READ180</i> [®] assessments to improve curriculum, instruction and assessments in all WASL reading subtest areas				
EVIDENCE OF ACHIEVEMENT	WASL reading scores will increase by at least the AYP index of 6.44%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Staff will analysis WASL, district benchmark, DRP and <i>READ180</i> [®] data to implement school-wide teaching strategies to improve reading.	Aug. 2008 – May 2009	Teachers, Title I, Principal	All Staff, Assistant Superintendent	<input type="checkbox"/>	With each new assessment and new student
Identify “bubble” students and provide instructional support in identified areas in our regular English classes.	Sept. 2007 – June 2008	English Teachers, Principal	All Staff, Assistant Superintendent	<input type="checkbox"/>	We do this with every student as they enroll
Rank order students who are below grade-level in reading using: WASL, district benchmark and DRP data and design school-wide interventions.	Oct. 2008 – Mar. 2009	Principal, Teachers, Title I	All Staff, Assistant Superintendent	<input type="checkbox"/>	With every student
<i>READ180</i> [®] curriculum will be implemented using a two-hour block design to maximize its ability to assist students in reading at grade level.	Aug. 2008 – Nov. 2008	Principal, <i>READ180</i> [®] Instructor	All Teachers, Principal	<input checked="" type="checkbox"/>	We are seeing successful with several students
Begin the Collection of Evidence process with grade 11 and 12 students who have not passed the reading WASL.	Oct. 2008 – June 2009	English Teacher, Assessment TOSA	English Teacher, Principal, Assistant Superintendent	<input type="checkbox"/>	In the beginning stages

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DATA ANALYSIS	37.5% and 58.3 % of 10 grade students met standard in comprehension of literary text and informational text on the WASL.				
STRATEGY	School-wide instructional strategies to increase comprehension in both literary and informational text.				
EVIDENCE OF ACHIEVEMENT	80% of students meeting standard in reading.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Design and implement at least one integrated, school-wide project that provide students opportunities to read across the curriculum.	Oct. 2008 – June 2009	Technology Coordinator, Principal	All Teachers, Principal	<input type="checkbox"/>	Discussions for second semester
English teachers will intentionally use reading strategies to increase comprehension of literary text by incorporating more high interest books.	Oct. 2006 – Ongoing	English Teachers	English Teachers, Principal	<input type="checkbox"/>	New books and book clubs and discussions
<i>READ180</i> [®] will be used to increase comprehension skills of literary text.	Sept. 2008 – June 2009	<i>READ180</i> [®] Teacher	<i>READ180</i> [®] Teacher, Principal	<input checked="" type="checkbox"/>	Several students have graduated out of <i>READ180</i> [®]
A Book Club to motivate students to read on their own for pleasure and fun. Implement rewards to encourage students to participate.	Oct. 2008 – June 2009	All Staff, Students	All Staff, Students	<input checked="" type="checkbox"/>	Second month of school-wide book club
Teachers will incorporate using reading stem questions in all content areas and sharing examples will staff during collaborative time.	Oct. 2008, Nov. 2008, Jan. 2009, Mar. 2009, May 2009.	All Teachers	All Teachers, Principal.		

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	39.1% of grade 10 students met standard in content, organization, style strand of the writing WASL.				
STRATEGY	Implement instructional focus calendar, school-wide to support the teaching of content, organization, style across the curriculum.				
EVIDENCE OF ACHIEVEMENT	Increase percent of students meeting standard in content, organization, style from 39.1% to 60%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Use Wednesday collaboration time to implement instructional focus calendars across the curriculum in writing.	Oct. 2008 – May 2009	All Teachers, Principal	All Teachers, Principal	<input checked="" type="checkbox"/>	On-going for the past four years
Use journal writing, in English classes and advisory, as a tool to teach students how to better organize their writing.	Oct. 2008 – Ongoing	English Teachers	English Teachers, Principal	<input checked="" type="checkbox"/>	Journals used in math, English, and science
Review student writing samples as a staff at least once per month during collaborative time.	Oct. 2008 – May 2009	All Teachers	All Teachers, Principal	<input checked="" type="checkbox"/>	Once a month during late start
Use collaborative time to investigate new and different teaching strategies that will increase students' competency in writing.	Oct. 2008 – Dec. 2008 Share monthly	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	Haven't started this yet
Use advisory time and Senior Culminating Project curriculum to increase students' skills in conventions, organization and style.	Oct. 2008 – June 2009 Review monthly	All Teachers, Principal	All Teachers, Principal	<input checked="" type="checkbox"/>	Area of strength for LHS students

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OBJECTIVE 1.2 All schools will improve student writing skills so that the percentage of students demonstrating yearly progress in writing achievement increases by at least the equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	62.5% of students met standard on the Writing WASL.				
STRATEGY	Use WASL, district benchmark, and teacher classroom assessments to inform teaching strategies.				
EVIDENCE OF ACHIEVEMENT	80% of students will meet or exceed standard on the Writing WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Examine individual student assessment data to assess writing strengths and weaknesses.	Sept. 2008 – June 2009	English Teachers with the Support of All Content Teachers	All Staff, Principal	<input checked="" type="checkbox"/>	On-going with English teachers
Design 1:1 and small group instruction, with the support of our para-educator and support teacher to work on specific writing processes and skills.	Sept. 2008 – June 2009	English Teachers, Support Teacher, Para-educator	English Teachers, Support Teacher, Para-educator, Principal	<input checked="" type="checkbox"/>	Happening in English classes
Encourage students to write editorials to local newspapers, city and county officials to practice communicating thoughts and feelings to others.	Oct. 2008 – June 2009	All Staff, Principal	All Staff, Principal	<input checked="" type="checkbox"/>	In all classes
English teacher who has been trained in WASL scoring will share with all staff how to score and give feedback to student writing.	Oct. 2008, Nov. 2008, Feb. 2009.	English Teacher	English Teacher, Principal with Input from Other Teachers	<input type="checkbox"/>	This will start in January
				<input type="checkbox"/>	

ACTION PLAN

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Of the 95.8% of students not meeting standard in math, 83.3% scored at level 1.				
STRATEGY	Identify students who scored at level 1 and build basic skills.				
EVIDENCE OF ACHIEVEMENT	Number of students scoring at level 1 will decrease to 20%; proportion of students meeting standard will increase from 4.2% to 60.0%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes	Comments
Individual learning plans created for every student who scored at level 1 on the 2008 math WASL.	Sept. 2008 – Oct. 2008	LAP Teacher	LAP, Math Teacher, Principal	<input checked="" type="checkbox"/>	Complete at the end of the second week of school
Identified students needing extra support will be enrolled in both WASL math and LAP math classes.	Oct. 2008 – Oct. 2008	Math Teacher, Principal	Math Teacher, Principal	<input checked="" type="checkbox"/>	Two LAP math classes offered for students
Fund a certificated staff member with Title I to tutor after or before school math class for students who scored at level 1.	Sept. 2006 – June 2009	Title I Teacher, Principal	Title I Teacher, Principal	<input type="checkbox"/>	This will start in January
Regular mini-assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff.	Sept. 2008 – June 2009	Math Teacher	All Teachers, Principal	<input checked="" type="checkbox"/>	Occurring weekly in LAP classes
Continue to align curriculum to math standards and provide WASL-like mini-assessments that will prepare students for assessment in April.	Sept. 2008 – monthly	LAP and Math Teachers	LAP and Math Teachers, Principal	<input checked="" type="checkbox"/>	Occurring in both LAP and “regular” math classes

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Of the 95.8% of students not meeting standard in math, 8.3% ts scored at level 2 on the grade 10 WASL.				
STRATEGY	Identify bubble students and design interventions.				
EVIDENCE OF ACHIEVEMENT	Number of students scoring at level 2 will increase from 8.3% to 20%; proportion of students meeting standard will increase from 4.2% to 60.0%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Individual learning plans created for every student who scored at level 2 on the 2008 math WASL.	Sept. 2008-Oct. 2008	LAP Teacher	LAP, Math Teacher, Principal	<input checked="" type="checkbox"/>	Complete as students enroll in class
Identify students needing extra support and enroll in both WASL math and LAP math classes.	Oct. 2008 – Oct. 2008	Math Teacher, Principal	Math Teacher, Principal	<input checked="" type="checkbox"/>	
Fund a certificated staff member with Title I to tutor after or before school math class for students who scored at level 2.	Sept. 2006 – June 2009	Title I Teacher, Principal	Title I Teacher, Principal	<input type="checkbox"/>	This will start in January.
Regular mini-assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff.	Sept. 2008 – June 2009	Math Teacher	All Teachers, Principal	<input checked="" type="checkbox"/>	Both classroom and district assessments used
Begin Collection of Evidence process for those students identified as needing this alternative to the WASL.	Oct. 2008, Nov. 2008, Dec. 2008, Jan. 2009, Feb. 2009	Math Teachers, Principal	Math Teachers, Principal	<input checked="" type="checkbox"/>	We added a COE class to our schedule in November

ACTION PLAN

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OBJECTIVE 1.3 All schools will improve student math skills so that the percentage of students demonstrating adequate yearly progress increases by at least equivalent of the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	Of the grade 11 and 12 students taking the math WASL, 70% have not passed.				
STRATEGY	Identify students by name and design custom interventions.				
EVIDENCE OF ACHIEVEMENT	100% of graduating seniors will meet the State’s requirement for graduation.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Individual learning plans created for every student who scored at level 2 on the 2008 math WASL.	Sept. 2008 – Oct. 2008	LAP Teacher	LAP, Math Teacher, Principal	<input checked="" type="checkbox"/>	Completed with all students as they enroll in class
Identified students needing extra support will be enrolled in both WASL math and LAP math classes.	Oct. 2008 – Oct. 2008	Math Teacher, Principal	Math Teacher, Principal	<input checked="" type="checkbox"/>	
Fund a certificated staff member with Title I to tutor after or before school math class for students who scored at level 2.	Sept. 2006 – June 2009	Title I Teacher, Principal	Title I Teacher, Principal	<input type="checkbox"/>	Will start in January
Regular mini-assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff.	Sept. 2008 – June 2009	Math Teacher	All Teachers, Principal	<input checked="" type="checkbox"/>	
Begin Collection of Evidence for those students identified as needing this alternative to the WASL.	Oct. 2008, Nov. 2008, Dec. 2008, Jan. 2009, Feb. 2008.	Math Teachers, Principal	Math Teachers, Principal	<input checked="" type="checkbox"/>	Started a COE class in November

ACTION PLAN

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OBJECTIVE 1.4 All schools will improve student science skills so that the percentage of students demonstrating yearly progress increases by at least the AYP index rate annually as measured by the district assessment system. By 2014 there will be no visible gap in achieving standards among students of different abilities, ethnicities, genders, or economic circumstances.

DATA ANALYSIS	8.3% of students met standard on the science WASL, including no 2007 students and two 2008 students.				
STRATEGY	Use assessment data, curriculum and focused instruction to increase the number of student meeting standard on the science WASL.				
EVIDENCE OF ACHIEVEMENT	Number of students achieving standard on the science WASL increases sufficiently for the school to achieve Adequate Yearly Progress.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to align science curriculum and assessments with OSPI standards and Grade Level Expectations.	Sept. 2008 – Jan. 2009	Science Teacher, Principal, Curriculum Adoption Specialist	Assistant Superintendent	<input checked="" type="checkbox"/>	On-going
Continue Elwha River Restoration project in partnership with Olympic Park Institute.	Sept. 2006 – May 2007	Science Teacher	Science Teacher, Principal	<input checked="" type="checkbox"/>	Continue to work on this project
Continue to collaborate with PAHS science department.	Oct. 2006 – Ongoing	Science Teacher	Science Teacher, Principal	<input checked="" type="checkbox"/>	On-going
Administer science benchmark assessment for analysis of students’ strengths and weaknesses; compare to the science WASL; share with staff.	Nov. 2008 – Apr. 2009	Science Teacher	Science Teacher, Principal	<input type="checkbox"/>	Using classroom-based assessments
Continue to provide relevant and meaningful real-world projects to connect students learning through our community and region.	Oct. 2008 – June 2009	Science Teacher	Science Teacher, Principal	<input checked="" type="checkbox"/>	Very prominent in science curriculum

ACTION PLAN

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OBJECTIVE 1.5 Annually the proportion of students not graduating on time as measured by cohort promotion data beginning in 9th grade will decrease by at least the percent necessary to meet the AYP “other indicator” requirement; each middle or elementary school will decrease its unexcused absence rate to meet AYP “other indicator” requirements.

DATA ANALYSIS	A low percentage of students graduated in four years with their graduating class.				
STRATEGY	Use Advisory, drop-out prevention interventionist, and senior support class to review and communicate monthly students’ progress towards graduation with students and parents.				
EVIDENCE OF ACHIEVEMENT	Increase on-time graduation rate by 50% in 2008-09.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Based on student progress review, credit recovery, and/or additional classes recommended for student to take in order to graduate with cohort.	Aug. 2008 – June 2009	All Teachers, Drop-Out Interventionist, Principal	All Teachers, OESD, Principal	<input type="checkbox"/>	
Organize opportunities for students to enroll in college and skills center classes to earn needed credits and complete electives for graduation.	Sept. 2008 – Ongoing	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	
Use Senior Culminating Project allocation to hire a staff person to work with seniors two hours per week starting second semester.	Dec. 2008 – June 2009	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	Will start second semester
Principal conferences with all seniors and schedule regular check-ins with seniors most at-risk of not graduating.	Sept. 2007 – June 2008	Principal	Principal	<input type="checkbox"/>	Principal, Bridges counselor meeting seniors weekly
				<input type="checkbox"/>	

ACTION PLAN

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OBJECTIVE 1.6 Annually every school will intentionally examine culture and climate and take further steps to promote a positive culture and climate that result in respectful, responsible and productive relationships that support powerful teaching and learning.

DATA ANALYSIS	CEE EES data indicates 80% of staff and students report a positive school culture and climate.				
STRATEGY	Continue to focus all staff, students, parents, Site Team and community members on working collaboratively to strengthen relationships with all students, parents, and school staff.				
EVIDENCE OF ACHIEVEMENT	A 10% increase in this response on our 2009 Educational Effectiveness Survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Clearly define and communicate Vision, Mission, and Beliefs to students, parents, community, using various forms of communication.	Sept. 2008 – June 2009	All Staff, Principal	All Staff, Site Team, Principal	<input type="checkbox"/>	Open House, parent conference, newsletter
Monthly Site Team meetings whose membership reflects all stakeholders in the school community.	Sept. 2008 – June 2009	Principal	Site-Team, Principal	<input type="checkbox"/>	Monthly meetings
Celebrate staff and student academic success with special events, newspaper articles, speaking with community groups.	Sept. 2008 – June 2009	All Staff, Principal	All Staff, Principal	<input checked="" type="checkbox"/>	Area of strength
Use KONP Salute to Students to communicate the good work that our students are involved in.	Sept. 2008 – June 2009	All Staff, Principal	All Staff, Site Team, Principal	<input type="checkbox"/>	Have not done this yet
Two Open Houses scheduled throughout the school year to promote a positive school climate and culture.	Oct. 2008 May 2009	All Staff, Principal	All Staff, Principal, Central Services Leadership	<input type="checkbox"/>	First Open House in October; 50% of parents attended

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	Wednesday collaboration time lacks focus on data, planning for instructional focus, and inter-school links.				
STRATEGY	Calendar meeting topics for Wednesday collaboration time, to include data analysis, looking at student work, researching effective teaching strategies.				
EVIDENCE OF ACHIEVEMENT	2008-09 collaboration calendar and minutes for the meetings will be evidence.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review and refine meeting norms for all collaborative time with teachers.	Aug. 2008	All Teachers, Principal	All Teachers, Principal, Assistant Superintendent	<input checked="" type="checkbox"/>	Completed in August
Use data from most recent WASL, District benchmark, DRP, and classroom mini assessments to inform teaching strategies and focus.	Aug. 2008 – June 2009	All Teachers, Principal	All Teachers, Principal	<input checked="" type="checkbox"/>	Look at data at least once a month during late start
Use one Wednesday each month to look at student work and plan remediation or enrichment activities for qualifying students.	Oct. 2008 – May 2009	All Teachers, Principal	All Teachers, Principal	<input checked="" type="checkbox"/>	Monthly during late start
Staff researches effective instructional strategies for identified focus areas, such as teaching math across the curriculum, writing strategies, etc.	Aug. 2007 – June 2008	All Teachers, Principal	District Administration, Teachers, Principal	<input checked="" type="checkbox"/>	On-going; teachers reporting out at late start meeting
				<input type="checkbox"/>	

ACTION PLAN

GOAL 2 Adults throughout the system are accountable for advancing personalization and powerful teaching and learning; necessary conditions and resources are in place to support all students achieving at high standards.

OBJECTIVE 2.1 Annually the district will increase opportunities for implementation of its research-based, on-going, job embedded, and collaborative professional development system to enhance adults’ capacities to close student achievement gaps defined by demographic attributes (e.g., ethnicity, poverty, gender), and will continue to demonstrate effective utilization of regularly scheduled collaborative time in and between schools so that teachers can support each other in understanding student achievement data and its connection to instructional strategies, curriculum, and assessment.

DATA ANALYSIS	2007 CEE EES data show that 45% of staff believed that they were involved in focused and meaningful professional development activities.				
STRATEGY	Implement meaningful, personalized professional opportunities for all staff.				
EVIDENCE OF ACHIEVEMENT	Survey data will reflect teachers’ commitment and positive experience with meaningful professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teachers will meet in pairs or with other teachers in the district in order to benefit from their colleagues’ teaching strategies and resources.	Sept. 2008 – June 2009	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	Only our science and <i>READ180</i> [®] teachers have done
Math teacher will attend either a national or state math conference to gain information and network with colleagues.	Nov. 2008 – Mar. 2009	Math Teacher	Math Teacher, Principal	<input type="checkbox"/>	Not yet
Math and LAP teachers collaborate with PAHS math department to align curriculum, assessments, instruction.	Sept. 2008 – June 2009	Math Teacher	Math Teacher, Principal	<input type="checkbox"/>	Have met three times so far this school year
Wednesday morning collaborative time designed to support on-going professional development, with teachers planning topics.	Sept. 2008 – June 2009	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	Topic each week during late start
Principal will meet with all staff individually to set professional goals and develop professional development plan.	Sept. 2008 – May 2009	All Teachers, Principal	All Teachers, Principal	<input type="checkbox"/>	Completed in October

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Inconclusive parent data from 2007 CEE data; no parent surveys were returned. 55% of students believed that there are high levels of parent and community involvement at LHS.				
STRATEGY	Publicize our work and solicit greater parent and community support and involvement.				
EVIDENCE OF ACHIEVEMENT	By spring of 2009, 75% of parents surveyed will believe there are high levels of parent and community involvement.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Send out a newsletter four times yearly in order to communicate and gather input from parents and community members.	Nov. 2008, January 2009, March 2009 and June 2009.	All Staff, Principal	All Staff, Principal	<input checked="" type="checkbox"/>	First newsletter sent out in November
Upgrade and regular updates of school website to include Site Team minutes.	Oct. 2008 – June 2009	Principal	Site Team	<input type="checkbox"/>	Working with communications specialist
Monthly site team meetings that are designed to take input from parents and community members that increase student learning.	Sept. 2008 – May 2009	Site Team, Principal	Site Team, Principal	<input checked="" type="checkbox"/>	Three meetings so far this year
Two scheduled Open Houses for parents, community members; one fall, one in spring. Have students help organize and facilitate.	Oct. 2008 – April 2009	All Teachers, Principal, LHS Students	All Teachers, Principal, Students, Parents.	<input checked="" type="checkbox"/>	One Open House and parent conf. so far this year
Schedule time to speak to community organizations and business.	Oct. 2008 – June 2009	Principal	All Teachers, Principal	<input type="checkbox"/>	Commercial art teacher working with PABA

ACTION PLAN

GOAL 3 Parents and community partners support and enhance the education of children.

OBJECTIVE 3.1 By June 2009, every school will have created and implemented an updated plan to increase parental and community involvement to enhance parent and community commitment to school improvement initiatives.

DATA ANALYSIS	Parents, community members, and students need to be more involved in the Lincoln learning community.				
STRATEGY	Improve structure, focus and accountability of Site Team.				
EVIDENCE OF ACHIEVEMENT	Increase in the number of parents and students who attend school-wide activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Site Team will design opportunities to increase student and parent involvement at Lincoln High School.	Sept. 2008 – Nov. 2008	Site Team	Site Team	<input checked="" type="checkbox"/>	Parent survey sent out during parent conferences
Site Team will have at least one parent and one student within its membership at all times.	Sept. 2008 – June 2009	Site Team	Site Team	<input type="checkbox"/>	
Through their ASB organization, students will have opportunities to contribute input into school-wide decisions.	Sept. 2008 – June 2009	Principal	Site Team, ASB Leadership Team	<input checked="" type="checkbox"/>	Weekly leadership class, bi-month ASB meetings.
ASB leadership will receive training in school leadership and student run government.	Aug. 2008 – June 2009	Principal	Site Team, ASB Leadership Team, Principal	<input checked="" type="checkbox"/>	On-going
Open houses, parent conferences, other school-wide events are well advertised, communicated to students, parents, community members.	Aug. 2008 – June 2009	Principal	Principal, All Staff, Students	<input checked="" type="checkbox"/>	Continuing to look at methods of communication

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
\$1,500	National or state math conference.	Math teacher.	<input type="checkbox"/>
\$1,500	Training for at least one staff member in a training that addresses the “Apathetic Teenager”.	Teacher or principal.	<input type="checkbox"/>
\$0	Digital Learning Commons training.	All staff including secretary and para-educator We have had two trainings with another training scheduled in January.	<input type="checkbox"/>
\$0	District Learning Improvement Day opportunities.	All staff, including secretary and para-educator. LID day in October all teachers participated.	<input checked="" type="checkbox"/>
\$0	Opportunities for staff to have training in Word, Excel, PowerPoint, and Publisher.	All staff. Scheduled for January with Eve Datisman.	<input checked="" type="checkbox"/>
\$0			<input type="checkbox"/>

\$720 School Staff Development Allocation

✓ Source: School Budget Allocation