

# **Port Angeles School District**

## **Lincoln High School**



### **Continuous School Improvement Plan 2009-10**

*Date: October 12, 2009*

# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: VISION, MISSION, AND BELIEFS**

Define your school's vision and mission and beliefs.

## **PART 2: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 4: STRATEGIC GOALS**

Establish priority goals for improvement based on the district strategic plan.

## **PART 5: STRATEGIC OBJECTIVES**

Establish building-level objectives to meet major goal expectations.

## **PART 6: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success. For each action plan, see specific directions and example found on page 21.

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

## **PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY**

Briefly summarize your school's strategy for implementing a Title I School-wide Plan; clearly describe a comprehensive approach embedded in strategies.

## **PART 9: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY**

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.

## **PART 10: TECHNOLOGY SUMMARY**

Use the updated technology plan summary format to consolidate all of the technology plan implications from the action plans prof. dev. summary.

## **PART 11: SUMMARY**

Summarize your Continuous School Improvement Plan. Please bring your draft plan to the Summer Administrative Institute. (There will be time during the SAI for continued CSIP work.) Please submit to the superintendent a preliminary revision of your draft by August 31, 2009. **The final plan is due to the superintendent by September 21, 2009.** Schools will report progress on January 11, 2010, April 12, 2010, and finally for the year on June 18, 2010.

## **PART 12: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on September 21, 2009.

## **PART 12: APPENDICES**

## VISION AND MISSION

**Directions:** Define your school's vision. Vision is described as the single most important tool for leading your school. It captures your school's collective commitment to a future state. Vision elements are key words and phrases in the statement that prevent differing interpretations of the vision.

**Vision:** Lincoln High School is a place where all students are encouraged to learn and achieve graduation in a safe and supportive environment.

**Directions:** Define your school's mission. The mission is a written statement of purpose, crafted to inspire people to commit to the organization's vision. It answers the questions: Why do we exist? What do we do? For whom do we do it? Why do we do it?

**Mission:** Provide students with a personalized, integrated, relevant, project-based curriculum that relates student learning to real world connections.

**Directions:** Define your school's beliefs. Beliefs are written statements that capture your school's shared values. Beliefs are crafted to clarify the principles, the ideals, by which the school team operates. Beliefs underlie the mission and vision statements.

**Beliefs:** Everyone should be treated with respect and dignity, individual differences are recognized and celebrated, learning should be fun, all students are working towards graduation, learning environment is safe and nurturing, high academic standards for all students, everyone is responsible for their own behavior, students and staff successes are acknowledged and celebrated, collaborative and positive working relationships are nurtured and valued by the learning community.

## DATA ANALYSIS

## WASL DATA

**Directions:** Enter the scores on the READING and WRITING sections of the WASL.

<b>Analysis Tool/ Measurement Device</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Goal</b>	<b>2009</b>	<b>2010 Goal</b>
<b>WASL Reading 10: % of students at each level</b>								
<b>Level 1:</b>	6.9%	10.0%	11.1%	0.0%	8.0%	<b>4.0%</b>	0.0%	<b>0.0</b>
<b>Level 2:</b>	24.1%	23.3%	7.4%	30.8%	16.0%	<b>8.0%</b>	19.0%	<b>8.0</b>
Level 3:	13.8%	16.7%	40.7%	30.8%	44.0%	<b>22.0%</b>	42.9%	<b>22.0</b>
Level 4:	10.3%	6.7%	18.5 %	11.5%	28.0%	<b>66.0%</b>	38.1%	<b>55.0</b>
<b>WASL Reading 10: % Meeting Standard:</b>	25.9%	28.0%	59.3%	42.3%	72.0%	<b>80.0%</b>	81.0%	<b>85.0</b>
<b>% Not Meeting Standard:</b>	75.9%	33.3%	40.7%	57.7%	28.0%	<b>20.0%</b>	19.0%	<b>15.0</b>

<b>Analysis Tool/ Measurement Device</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Goal</b>	<b>2009</b>	<b>2010 Goal</b>
<b>WASL Writing 10: % of students at each skill</b>								
Conventions:	60.0%	53.3%	75.0%	77.3%	78.3%	<b>80.0%</b>	100%	<b>85.0</b>
Content, Organization, and Style:	20.0%	6.3%	55.0%	72.7%	39.1%	<b>60.0%</b>	80.0%	<b>85.0</b>
<b>WASL Writing 10: % Meeting Standard:</b>	20.0%	19.2%	53.8%	61.3%	62.5%	<b>80.0%</b>	86.4%	<b>85.0</b>
<b>% Not Meeting Standard:</b>	80.0%	80.8%	46.2%	38.7%	37.5%	<b>20.0%</b>	13.6%	<b>15.0</b>

## WASL DATA

**Directions:** Enter the scores on the MATH and SCIENCE sections of the WASL.

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Math 10:</b>								
% of students at each level								
Level 1:	20.7%	53.6%	60.0%	32.3%	83.3%	<b>20.0%</b>	50%	<b>25.0</b>
Level 2:	24.1%	3.6%	4.0%	29.0%	8.3%	<b>20.0%</b>	11.1%	<b>15.0</b>
Level 3:	10.3%	3.6%	8.0%	9.7%	4.2%	<b>30.0%</b>	22.2%	<b>40.0</b>
Level 4:	0.0%	00.0%	0.0%	0.0%	0.0%	<b>30.0%</b>	5.6%	<b>20.0</b>
<b>WASL Math 10:</b>								
% Meeting Standard:	10.3%	3.6%	8.0%	9.7%	4.2%	<b>60.0%</b>	27.8%	<b>60.0</b>
% Not Meeting Standard:	89.7%	57.2%	92.0%	90.3%	95.8%	<b>40.0%</b>	72.2%	<b>40.0</b>

Analysis Tool/ Measurement Device	2004	2005	2006	2007	2008	2009 Goal	2009	2010 Goal
<b>WASL Science 10:</b>								
% of students at each level								
Level 1:	30.0%	60.0%	52.2%	38.7%	62.5%	<b>20.0%</b>	45.5%	<b>25.0</b>
Level 2:	16.7%	<b>8.0%</b>	8.7%	19.4%	16.7%	<b>15.0%</b>	0.0%	<b>15.0</b>
Level 3:	6.7%	<b>12.0%</b>	0.0%	6.5%	8.3%	<b>30.0%</b>	36.4%	<b>45.0</b>
Level 4:	0.0%	<b>0.0%</b>	0.0%	00.0%	0.0%	<b>35.0%</b>	0.0%	<b>15.0</b>
<b>WASL Science 10:</b>								
% Meeting Standard:	7.1%	<b>0.0%</b>	0.0%	6.5%	8.3%	<b>65.0%</b>	36.4%	<b>60.0</b>
% Not Meeting Standard:	0.0%	<b>0.0%</b>	0.0%	93.5%	91.7%	<b>35.0%</b>	63.6%	<b>40.0</b>

## WASL READING ACHIEVEMENT PROFILE

**Directions:** Copy the percent of students meeting and exceeding standard for each of the reading subtests.

Grade 10	Reading Literary Text			Reading Informational Text		
	Comprehension	Analyze/Interpret	Critical Thinking	Comprehension	Analyze/Interpret	Critical Thinking
<b>2004</b>	43.8%	56.3%	62.5%	31.3%	62.5%	50.0%
<b>2005</b>	47.1%	47.1%	41.2%	41.2%	11.8%	47.1%
<b>2006</b>	57.1%	66.7%	66.7%	57.1%	61.9%	76.2%
<b>2007</b>	65.0%	60.0%	65.0%	75.0%	65.0 %	60.0%
<b>2008 Exp.</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>
<b>2008</b>	37.5%	75.0%	58.3%	58.3%	66.7%	79.2%
<b>2009 Exp.</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>80.0%</b>
<b>2009</b>	75.0%	80.0%	80.0%	70.0%	85.0%	80.0%
<b>2010 Exp.</b>	<b>80.0%</b>	<b>85.0%</b>	<b>85%</b>	<b>80.0%</b>	<b>85.0%</b>	<b>85.0%</b>

**Instructional Implications (including reference to applicable Action Plan):** WASL reading data shows that we made substantial gains in each of the reading subtests. Reading assessments will continue to drive how we serve our students. WASL, District Benchmark and DRP will continue to inform our instruction and support for students. We will continue to implement “reading stem” questions across all content areas. Read 180 will continue to serve those students identified as needing that particular intervention.

## WASL MATHEMATICS ACHIEVEMENT PROFILE

**Directions:** Under the sub-tests for mathematics, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 10	Mathematical Content					Mathematical Processes		
	Number Sense	Measurement	Geometric Sense	Probability/ Statistics	Algebraic Sense	Solve Problems/ Reasons Logically	Communicate Understanding	Making Connections
<b>2004</b>	50.0%	31.3%	31.3%	0.0%	12.5%	18.8%	31.3%	25.0%
<b>2005</b>	11.8%	5.9%	11.8%	17.6%	17.6%	5.9%	35.3%	0.0%
<b>2006</b>	16.7%	22.2%	11.1%	05.6%	0.0%	22.2%	11.1%	16.7%
<b>2007</b>	14.3%	28.6%	33.3%	33.3 %	0.0 %	28.6%	28.6%	9.5 %
<b>2008 Exp.</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>50.0%</b>
<b>2008</b>	13.6%	18.2%	27.3%	40.9%	4.5%	4.5%	4.5%	18.2%
<b>2009 Exp.</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>	<b>35.0%</b>
<b>2009</b>	<b>46.7%</b>	<b>46.7%</b>	<b>53.3%</b>	<b>33.3%</b>	<b>46.7</b>	<b>20.0%</b>	<b>20.0%</b>	<b>53.3%</b>
<b>2010 Exp.</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>

**Instructional Implications (including reference to applicable Action Plan):** Teachers will focus on higher level mathematical processes, especially those performing at level 1 and level 2, while continuing to build fundamentals. We will use real data from the community to solve real problems so the mathematical context is meaningful and relevant to students. Assessing students' skill level will also be on-going and critical to the success of our students achieving standard on the WASL as well as earning math credit towards graduation. We are working on designing a one-page skills assessment to be used with incoming students who have no WASL or district benchmark assessment data.

## WASL SCIENCE ACHIEVEMENT PROFILE

**Directions:** Under the sub-tests for science, locate the percentage of students met or exceeded the standard for each content and process strand.

Grade 10	Science Content				
	Properties of Systems	Structure of Systems	Changes in Systems	Inquiry in Science	Designing Solutions
	Systems	Inquiry	Application		
2006 – State	31.1%	39.6%	39.0%		
2006 – Lincoln	07.1%	0.0%	0.0%		
2007 – State	0.0%	0.0%	0.0%		
2007 – Lincoln	10.0%	15.0 %	10%		
2008 – State	38.9%	42.0%	51.0%		
2008 – Lincoln	9.5%	19.0%	19.0%		
<b>2009 Exp.</b>	<b>20.0%</b>	<b>30.0%</b>	<b>30.0%</b>		
<b>2009</b>	<b>38.9%</b>	<b>33.3%</b>	<b>38.9%</b>		
<b>2010 Exp.</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>		

**Instructional Implications (including reference to applicable Action Plan):** Marine science will be our focus this year. We will continue to work with community organizations in order to build real life learning opportunities for our students. This project-based curriculum allows students to apply “properties of systems (systems), structure of systems (inquiry) and changes in systems (application) to real life problems and situations. Thus making learning more relevant and meaningful.

## WASL GENDER DISAGGREGATION DATA

**Directions:** Copy the percent of students meeting and exceeding standard for each of the gender and subject area subtests.

GENDER	GRADE 10 READING							GRADE 10 MATH						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	5.9%	44.4%	41.7%	68.8%	<b>80.0%</b>	75.0%	85%	6.3%	12.5%	7.7%	0.0%	<b>50.0%</b>	18.2%	50%
Female	46.2%	n/a	42.9%	n/a	<b>80.0%</b>	N<10	85%	0.0%	n/a	12.5%	n/a	<b>50.0%</b>	N<10	50%

GENDER	GRADE 10 WRITING							GRADE 10 SCIENCE						
	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.	2005	2006	2007	2008	2009 Exp.	2009	2010 Exp.
Male	6.3%	41.2 %	61.5%	53.3%	<b>80.0%</b>	84.6%	85%	0.0%	n/a	7.7%	6.7%	<b>80.0%</b>	38.5%	80%
Female	33.3%	n/a	58.8%	n/a	<b>80.0%</b>	N<10	85%	0.0%	n/a	5.6%	n/a	<b>80.0%</b>	N<10	80%

## ESEA DISAGGREGATED DATA TABLE

✓ Data Source: Washington State School Report Card (<http://reportcard.ospi.k12.wa.us/>)

**Directions:** Enter the percent of students who met or exceeded standard for each of the group and subtest areas. Please note the current headcount of students in each category, and calculate the subsequent student headcount necessary to meet annual yearly progress targets.

GROUP	READING						MATH					
	2009			2010			2009			2010		
GRADE 10	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount	# students	Pct. met/exceed standard (Target/Actual)		# students	Pct. target met/exceed standard	Necessary Headcount
All students	25	80.0%	72.0%	11	85.0%	9	24	65%	4.2%	11	60%	7
American Indian	1	80.0%	n<10	0	85.0%	n<10	1	65%	n<10	0	60%	n<10
Asian/Pacific Islander	0	80.0%	n<10	0	85.0%	n<10	0	65%	n<10	0	60%	n<10
Black	0	80.0%	n<10	0	85.0%	n<10	0	65%	n<10	0	60%	n<10
Hispanic	3	80.0%	n<10	2	85.0%	n<10	3	65%	n<10	2	60%	n<10
White	21	80.0%	76.2%	9	85.0%	n<10	21	65%	0.0%	9	60%	n<10
Male	16	80.0%	68.8%	8	85.0%	n<10	15	65%	0.0%	8	60%	n<10
Female	11	80.0%	n/a	3	85.0%	n<10	11	65%	n/a%	3	60%	n<10
Disabled	2	80.0%	n<10	0	85.0%	n<10	2	65%	n<10	0	60%	n<10
LEP	0	80.0%	n<10	0	85.0%	n<10	0	65%	n<10	0	60%	n<10
Low SES	17	80.0%	76.5%	7	85.0%	n<10	17	65%	0.0%	7	60%	n<10

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2005	2007	2009 Exp.	2009	2010 Exp.		2005	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	❖	83%	90%	68%	90%	Frequent Monitoring of Teaching and Learning	❖	65%	80%	53%	90%
Effective School Leadership	❖	89%	90%	74%	90%	Focused Professional Development	❖	45%	80%	45%	90%
High Standards & Expectations	❖	70%	85%	61%	90%	Curric., Instruct., and Assess. Aligned with Standards	❖	$\frac{63\%}{73\%}$	$\frac{80\%}{100\%}$	63%	75%
High Levels of Collaboration and Communication	❖	68%	80%	57%	90%	High Levels of Community & Parent Involvement	❖	62%	80%	53%	90%
Supportive Learning Environment	❖	80%	100%	73%	100%	Staff Willingness to Change	❖	72%	100%	68%	90%

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	❖	80%	75%	80%	Frequent Monitoring of Teaching and Learning	❖	80%	75%	80%
Effective School Leadership	❖	80%	85%	90%	Focused Professional Development	❖	80%	n/a	80%
High Standards & Expectations	❖	80%	92%	90%	Curric., Instruct., and Assess. Aligned with Standards	❖	80%	85%	80%
High Levels of Collaboration and Communication	❖	80%	80%	85%	High Levels of Community & Parent Involvement	❖	80%	83%	80%
Supportive Learning Environment	❖	80%	83%	80%	Staff Willingness to Change	❖	80%	n/a	80%

## CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2007	2009 Exp.	2009	2010 Exp.	Category	2007	2009 Exp.	2009	2010 Exp.
Clear & Shared Focus	83%	85%	87%	90%	Frequent Monitoring of Teaching and Learning	71%	80%	66%	80%
Effective School Leadership	74%	80%	76%	80%	Focused Professional Development	❖	❖	❖	❖
High Standards & Expectations	87%	90%	87%	90%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖	❖
High Levels of Collaboration and Communication	75%	80%	77%	80%	High Levels of Community & Parent Involvement	55%	80%	64%	90%
Supportive Learning Environment	80%	90%	75%	90%	Staff Willingness to Change	❖	❖	❖	❖

## INTERNAL ACCOUNTABILITY SYSTEM DATA

**Directions:** Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	2008-09					Expected Results for 2009-10				
<b>Fall Degrees of Reading Power (DRP) (percent of students at standard) Developmental Reading Assessment (DRA) District Reading Winter Benchmark (percent of students at standard)</b>	<b>Reading</b>					<b>Reading</b>				
	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	60%	6	5.4	75.0%
	10	60%	22	6.4	75.0%	10	70%	22	6.4	75.0%
	11	75%	11	7.1	75.0%	11	85%	11	7.1	75.0%
12	70%	❖	❖	❖	12	80%	❖	❖	❖	
<b>District Writing Benchmark Fall, Winter, Spring (percent of students at standard) District Math Winter Benchmark (percent of students at standard)</b>	<b>Writing</b>				<b>Math</b>	<b>Writing</b>				<b>Math</b>
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	9	❖	47.0%	35.0%	40.5%	9	❖	57.0%	45.0%	50.5%
	10	65%	47.0%	❖	40.5%	10	75%	57.0%	❖	50.5%
	11	❖	47.0%	❖	40.5%	11	❖	57.0%	❖	50.5%
12	❖	❖	00%	❖	12	❖	❖	00%	❖	
<b>Classroom-Based Assessments (percent of students at standard) District Science Winter Bench- mark (percent of students at standard)</b>	<b>Classroom-Based Assessment</b>				<b>Science</b>	<b>Classroom-Based Assessment</b>				<b>Science</b>
	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	00%	00%	00%	00%
	10	00%	Pilot	n/a	51.3%	10	00%	00%	00%	00%
	11	00%	Pilot	n/a	❖	11	00%	00%	00%	❖
12	00%	Pilot	n/a	❖	12	00%	00%	00%	❖	

## INTERNAL ACCOUNTABILITY SYSTEM DATA

**Directions:** Please enter grade-level appropriate data in the space provided.

<b>Summary Student Internal Accountability System Performance Data (<i>end-of-year data</i>)</b>													
<b>Internal Assessment Results for 2007-08 (EOY)</b>							<b>Internal Assessment Results for 2008-2009 (YTD)</b>						
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	137	84.94%	8	0	0	2	9	186.89	82.94	0	0	0	5
10	307	86.1%	5	1	0	8	10	404.86	85.17	5	2	1	10
11	615	83.41%	0	0	1	17	11	369.10	88.49	8	0	0	5
12	227	86.29%	1	0	0	2	12	1033.10	84.51	1	0	0	3

**Instructional Implications (including reference to applicable Action Plan:** Three staff members have been trained in Why Try? and the entire staff has committed to teaching Why Try? in our advisories in order to teach, encourage and motivate students to change their behaviors and begin to make changes in their lives. We will also investigate and learn more about RTI and how we can effectively use those strategies to increase support for students. Our goal is to increase attendance, reduce discipline referrals, reduce failure rates, and increase graduation rates.



## AREAS OF STRENGTH AND IMPROVEMENT

**Directions:** Review the specific subtests for the WASL, and any other relevant assessment data you may have collected at your site. Remember how important it is to review past trends or changes over time. In reference to the WASL, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>• Relationships with students (79% of students reported that “In this school there are adults who care about me” on the 2009 CEE survey, 1.6).</li> <li>• Small learning environment (12 staff, including support personnel to 135 students, as reported on the 2008-2009 OSPI school report card, 2.1).</li> <li>• 80% of staff reported a Clear and Shared Focus, (1.5, 1.6).</li> <li>• Students are able to work at their own rate, with one-on-one teacher intervention, (1.5, 1.6).</li> <li>• Credit recovery in all core subject areas, (1.5).</li> <li>• Two hours of READ 189 and Title One math support, (1.1, 1.3, 2.1).</li> <li>• Reading WASL scores rose from 72% to 81% of students meeting standard. (1.1, 1.2).</li> <li>• Writing WASL scores rose from 62.5% to 86.4% of students meeting standard, (1.2).</li> <li>• Native American counselor and Drug and Alcohol counselor available to students one day per week, (1.6, 3.1).</li> <li>• Why Try? currently being taught in all advisories. 100% of staff committed to embracing the curriculum (1.5,1.6, 2.1,3.1).</li> </ul>	<ul style="list-style-type: none"> <li>• Student recruitment, (1.5, 1.6, 3.1).</li> <li>• Marketing Lincoln High School and the Lincoln Center to increase enrollment and opportunities for students. (1.6, 3.1).</li> <li>• Student apathy towards school and extra curricula activities, (1.6).</li> <li>• Improving on-time graduation rates, (1.5)</li> <li>• Getting all students to make standard on the WASL and meet graduation requirements, (1.1, 1.2, 1.3, 1.4, 1.5, 2.2).</li> <li>• 72.2% of 10<sup>th</sup> grade students did not make standard on the 2009 WASL.</li> <li>• 50% of students scored at level 1 on the 2009 WASL.</li> <li>• Staff, students and parents reported, on the 2009 CEE survey low levels of parental and community involvement, (3.1).</li> <li>• Revisiting assessments in a timely manner, (1.1, 1.2 1.3, 1.4, 2.1, 2.2)</li> <li>• Sharing student work in order to improve instruction and support for students (1.1, 1.2, 1.3, 1.4, 2.1).</li> <li>• Collaborative time used to improve instructional strategies and assessments (65% of staff reported More Frequent Monitoring of Teaching and Learning, 2.1).</li> <li>• 57% of staff reported high levels of Collaboration &amp; Communication on the 2009 CEE survey, this is down 16% from 2008, (2.1).</li> </ul>

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## STRATEGIC GOALS FOR 2008-09

**Directions:** Please make sure that the district's strategic plan goals are identified in the following spaces.

GOAL	
GOAL 1	Students and adults are engaged in powerful learning experiences appropriate to each individual.
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.
GOAL 3	Parents and community partners support and enhance the education of children.

## STRATEGIC OBJECTIVES FOR 2008-09

**Directions:** Please list the building level objectives which correspond to district strategic plan goals in the following spaces. Please number objectives in relationship to goals (*e.g.* the first objective pertaining to Goal 1 would be identified as Objective 1.1; the fourth objective pertaining to Goal 2 would be identified as Objective 2.4, etc.). Please order the objectives in numerically ascending order.

OBJECTIVE	
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.
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.
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.
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.

PART 5: STRATEGIC OBJECTIVES

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.
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.
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.
Objective 2.2	By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.
Objective 2.4	By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.
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.

## ACTION PLAN

**Directions:**

For your action plan, complete the following steps:

- Understand the objectives are derived from Data Analysis, Needs Assessment, and Major Goals (Parts 1-3).
- Clearly and succinctly describe the data analysis addressed by the particular action plan.
- Determine particular strategies for each objective that are supported by best practice research.
- Clearly and succinctly state the desired outcome as evidence of achievement.
- Identify specific actions that relate to each objective and identify requisite information.
- Note the completion of action items by checking the identified box.

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

**OBJECTIVE 1.5** By 2004, the number of students graduating on time as measured by cohort promotion data beginning in 9th grade will increase by at least 2%.

<b>DATA ANALYSIS</b>	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
<b>STRATEGY</b>	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
<b>EVIDENCE OF ACHIEVEMENT</b>	We will increase our cohort graduation rate to 82.2% by spring 2004.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Identify dates for conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify staff to hold conferences	Aug. 2004	Principal	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify students to conference (9/10th)	Sep. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	
Hold conferences	Sep. 2004 – Jan. 2005	Identified Staff	SIT, Dept. Chairs	<input type="checkbox"/>	
Identify frequency of conf., annual?	Oct. 2004	SLCC	SIT, Dept. Chairs	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	2009 WASL: 20.0% of 10th grade students (5) did not meet standard on the reading WASL.				
<b>STRATEGY</b>	Use WASL, district benchmark and READ 180® assessments to improve curriculum, instruction and assessments in all WASL reading subtest areas				
<b>EVIDENCE OF ACHIEVEMENT</b>	WASL reading scores will increase by at least the AYP index of 4.0%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Staff will analysis WASL, district benchmark, DRP and READ 180 data in order to implement school-wide teaching strategies to improve reading scores.	Aug. 2009 – May 2010	Teachers, Title 1 support, principal	All staff, assistant superintendent	<input type="checkbox"/>	
Rank order students who are below grade-level in reading using: WASL, district benchmark and DRP data and enroll in an additional English support class using Title 1 funds.	Sept. 2009 – June. 2010	.Principal, teachers, Title 1 support and district adm.	All staff, assistant superintendent	<input type="checkbox"/>	
READ 180® curriculum will continued to be implemented using a two hour block design to maximize its ability to assist students in reading at grade level.	Aug. 2009-June 2010	Principal and READ 180 instructor.	All teachers, principal	<input type="checkbox"/>	
Train at least one staff member in the reading COE. Identify 12 <sup>th</sup> grade and beyond students who would need this support.	Oct. 2009-June 2010	English teacher, principal, district support personnel	English teacher, principal	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	75% and 70% of students met standard in reading comprehension in both literary and informational text, respectively. All other areas students scored 80% or higher.				
<b>STRATEGY</b>	School-wide instructional strategies to increase comprehension in both literary and informational text.				
<b>EVIDENCE OF ACHIEVEMENT</b>	85% of students meeting standard in reading				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Teach and give students practice in using pre-reading strategies and graphic organizers to increase comprehension of literary skills.	Oct. 2009 – June 2010	English teachers	All teachers, principal	<input type="checkbox"/>	
All teachers will intentionally teach and reinforce reading comprehension strategies, specifically, summarizing and predicting.	Sep. 2009 – June 2010	All teachers	All teachers	<input type="checkbox"/>	
Offer a “high interest” literature class as an English elective, to encourage and motivate students to read and communicate their understanding.	Oct. 2009 – Monthly progress reviews, until June, 2010	English teacher	All staff and students	<input type="checkbox"/>	
Teachers will use “reading stem” questions in all content areas and will share examples with staff during collaborative time.	Oct. 2009, Nov. 2009, Jan. 2010, Mar. 2010, May 2010	All teachers	All teachers, principal		
Prepare SLP for all students who did not pass their last reading WASL.	October 2009	English teachers	English teachers and principal		

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	20.0% of 10th grade students met standard in COS of the writing WASL.				
<b>STRATEGY</b>	Build a writing calendar to be used across the curriculum that would reinforce writing COS strategies with students and communicate building-wide standards for writing assignments.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increase % of students meeting standard in COS from 80.0% to 85.0%..				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				Yes	Comments
Use Wednesday collaborative time to build a writing calendar to be used across the curriculum to teach, reinforce and assess students' writing skills.	Oct. 2009 – May 2010	All teachers, principal	All teachers, principal	<input type="checkbox"/>	
Use journal writing, in English classes and advisory, as a tool to teach students how to better organize their writing.	Oct. 2009 – Ongoing	English teachers	English teachers, principal	<input type="checkbox"/>	
Review student writing samples as a staff at least once per month during collaborative time.	Oct. 2009 – May 2010	All teachers	All teachers, principal	<input type="checkbox"/>	
Teachers will work with students when writing their research paper for their SCP and use this assignment to teach and reinforce COS. Share students' research papers monthly during Wednesday collaborative time for staff feedback.	Oct. 2009 – June 2010 Review monthly	All teachers, principal	All teachers, principal	<input type="checkbox"/>	

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	62.5% of students met standard on the Writing WASL.				
<b>STRATEGY</b>	Use WASL, district benchmark, and teacher classroom assessments to inform teaching strategies.				
<b>EVIDENCE OF ACHIEVEMENT</b>	80% of students will meet or exceed standard on the Writing WASL.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to administer and assess students using the district writing benchmark assessment.	Sept. 2009-June 2010	English teacher, principal and assessment coordinator.	All staff, principal	<input type="checkbox"/>	
Students will have more opportunities to write;; journals, letters to the newspaper and community groups. All teachers use DOL and get Writing Traits posters in all classrooms.	Oct. 2009-June 2010	All staff, principal	All staff, principal	<input type="checkbox"/>	
English teacher who has been trained in WASL scoring will lead the staff in developing a school-wide rubric for a variety of writing assignments.	Oct. 2009, Nov. 2009, Feb. 2010.	English teacher	English teacher, principal with input from other teachers	<input type="checkbox"/>	
Prepare SLP for all students who did not meet standard their last writing WASL.	Oct. 2009 and Nov. 2009	English teacher	English teacher and principal		

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	50% of students scored at level 1 in math.				
<b>STRATEGY</b>	Identify students who scored at level 1 and build basic skills.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Number of students scoring at level 1 will decrease to 35%.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Individual learning plans for every student who scored at level 1 on the 2009 math WASL.	Sept. 2009-Oct. 2009	Math teachers	LAP, math teacher, principal	<input type="checkbox"/>	
All level 1 students will be enrolled in two math classes; one funded by Title 1.	Oct. 2009 – Ongoing	Math teacher, principal	Math teacher, principal	<input type="checkbox"/>	
Offer tutoring through Black Tie organization and the Building Bridges Grant for students needing extra support.	Sept. 2009 – June 2010	Title 1 teacher, principal	Title 1 teacher, principal	<input type="checkbox"/>	
Regular mini assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff members.	Sept. 2009 – June 2010	Math teacher	All teachers, principal	<input type="checkbox"/>	
	Sept. 2009 – monthly	LAP and math teachers	LAP and math teachers, principal	<input type="checkbox"/>	

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	11.1% of students scored at level 2 on the 10 <sup>th</sup> grade WASL.				
<b>STRATEGY</b>	Identify level 2 (bubble) students and design interventions that address their individual deficits.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Students scoring at level 2 will pass their spring math assessment at a level 3 or above.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Individual learning plans for every student who scored at level 2 on the 2009 math WASL.	Sept. 2009-Oct. 2010	Math teachers	Math teachers and principal	<input type="checkbox"/>	
Identified students needing extra support will be enrolled in two math classes.	Oct. 2009 – Oct. 2010	Math teachers and principal	Math teachers and principal	<input type="checkbox"/>	
Use real data from the community to solve real problems so the math content is meaningful and relevant to students.	Sept. 2009 – June 2010	Math teachers and principal	Math teachers and principal	<input type="checkbox"/>	
Regular mini assessments to guide instruction and curriculum decisions, plus assessment feedback shared with each student and all staff members.	Sept. 2009 – June 2010	Math teacher	Math teachers and principal	<input type="checkbox"/>	
A new curriculum, Algebra Rescue will be used with identified students.	Sept. 2009-June 2010	Math teachers	Math teachers and principal	<input type="checkbox"/>	

PART 6: ACTION PLAN

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	36.4% of students met standard on the science WASL. 2009 (8 out of 22 tested).				
<b>STRATEGY</b>	Use assessment data, curriculum and focused instruction to increase the number of student meeting standard on the science WASL.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Number of students achieving standard on the science WASL improves by at least AYP.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to align science curriculum and assessments with OSPI standards and GLEs.	Sept. 2009 – January 2010	Principal, district adm.	Principal and district adm.	<input type="checkbox"/>	
Continue Elwha River Restoration project through OPI.	Sep. 2009 – May 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	
Continue to collaborate with PAHS science dept.	Oct. 2009 – Ongoing	Science teacher	Science teacher, principal	<input type="checkbox"/>	
Administer science benchmark assessment for analysis of students’ strengths and weaknesses as compared to the science WASL. Share with all staff.	Nov. 2009 – April 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	
Continue to provide relevant and meaningful real-world projects to connect students learning through our community and region.	Oct. 2009 – June 2010	Science teacher	Science teacher, principal	<input type="checkbox"/>	

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	Students are not graduating in four years with their cohort graduation class.				
<b>STRATEGY</b>	Use Advisory, drop-out prevention interventionist and senior support class to continually review and communicate progress towards graduation with students and parents.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increase cohort graduation rates by 50% in 2010.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Monthly meetings with advisor to check progress towards graduation. Based on review of student progress, credit recovery, and/or additional classes recommended for student to take in order to graduate with cohort.	Aug. 2009 – June 2010	All teachers, drop-out interventionist, principal	All teachers, ESD, principal	<input type="checkbox"/>	
Organize opportunities for students to enroll in Peninsula College classes, and skills center classes in order to earn extra credits and complete electives for graduation.	Sep. 2009 – Ongoing	All Teachers, principal	All teachers, principal	<input type="checkbox"/>	
Why Try? curriculum used during advisory will motivated students to stay in school and graduate.	Sept. 2009 – June 2010	All teachers, principal	All teachers, principal	<input type="checkbox"/>	
Principal will schedule regular check-ins with seniors most at-risk of not graduating.	Sep. 2009 – June 2010	Principal	Principal	<input type="checkbox"/>	

## ACTION PLAN

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

**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.

<b>DATA ANALYSIS</b>	73% of staff and 75% of students report a positive school culture and climate. This is down approximately 7% from last year.				
<b>STRATEGY</b>	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.				
<b>EVIDENCE OF ACHIEVEMENT</b>	A 10% increase in this area on our 2009 Effective Schools survey.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
	<b>Yes</b>	<b>Comments</b>			
Improve communication among staff and students regarding: school-wide activities, new students, assessments, mtgs. and school-wide policies and procedures. Include staff and students' input when appropriate.	Sept. 2009-June 2010	Principal	Principal, staff and students.	<input type="checkbox"/>	
Two ASB meetings a month, weekly leadership meetings, service learning projects and monthly recognition assemblies with students and staff.	Sept. 2009-June 2010	Principal	Principal, staff and students.	<input type="checkbox"/>	
Increase and improve opportunities to celebrate student, staff and school-wide academic success and achievement.	Sept. 2009-June 2010	Principal, staff and students.	Principal and all staff.	<input type="checkbox"/>	
Improve collaboration time to include celebrating teachers' work in the classroom.	Sept. 2009-June 2010	Principal and teachers.	All staff, site-team, principal	<input type="checkbox"/>	
Two Open Houses scheduled throughout the school year to promote a positive school climate and culture.	Oct. 2008 and May 2009	Principal, staff and students.	All staff, principal, district adm.	<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.

<b>DATA ANALYSIS</b>	Wednesday collaboration time lacks focus on data, planning for instructional focus, and inter-school links.				
<b>STRATEGY</b>	Calendar meeting topics for Wednesday collaboration time, to include data analysis, looking at student work, researching effective teaching strategies..				
<b>EVIDENCE OF ACHIEVEMENT</b>	Teachers will report that Wednesday collaboration time has improved because of the actions taken below.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Review and refine meeting norms for all collaborative time with teachers.	Aug. 2009	Teachers, principal	Teachers, principal	<input type="checkbox"/>	
Regularly look at data from most recent WASL, District benchmark, DRP, and classroom mini assessments to inform teaching strategies and focus.	Aug. 2009 – June 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	
Use one Wednesday each month to look at student work and plan remediation or enrichment activities for qualifying students.	Oct. 2009 – May 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	
As a staff look at ways to teach students WASL like comprehension strategies across the curriculum.	Aug. 2009 – June 2010	Teachers, principal	Teachers, principal	<input type="checkbox"/>	
Math teachers will calendar an instructional focus to be used in advisory and across all content areas. Teachers will work together weekly on the math focus.	Sept. 2009-May 2010	Teachers	Teachers, principal	<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.

<b>DATA ANALYSIS</b>	2009 CEE data shows that 45% of staff believed that they were involved in focused and meaningful professional development activities.				
<b>STRATEGY</b>	Include staff when designing meaningful and relevant professional development opportunities.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Survey data will reflect a 15% increase in teachers’ opinion of focused, professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Teachers and principal will discuss professional development needs in the spring of 2009 to begin planning for the following year.	June 2009	Principal and teachers	Principal and teachers	<input type="checkbox"/>	
Calendar school-wide staff development opportunities based on needs assessment done in June of 2009.	Sept. 23 and Sept. 29	Principal and teachers	Principal and teachers	<input type="checkbox"/>	
Math and LAP teacher will participate in on-going collaboration with PAHS math dept. to align curriculum, assessments, instruction.	Sept. 2009-June 2010	Math teacher	Math teacher, principal	<input type="checkbox"/>	
Use Wednesday morning collaborative time to reinforce teachers’ on-going, school-wide professional development.	Sept. 2009-June 2010	Principal and teachers	Principal and teachers	<input type="checkbox"/>	
Principal will meet with all staff individually to set professional goals and develop professional development plan.	Sept. 2009-May 2010	Principal and teachers	Principal and teachers	<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 2.2** By June 2009, the district will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement.

<b>DATA ANALYSIS</b>	The district currently does not have approved grade level standards for student knowledge and skills in technology.				
<b>STRATEGY</b>	A district Instructional Technology Committee will be established to research and develop identified grade level standards for student knowledge and skills in technology.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Identified grade level standards for student knowledge and skills in technology as well as assessments to measure and report the student achievement will be completed, approved, and published.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes			Comments	
A district Instructional Technology Committee of teachers, staff, parents, students and community members, a school rep. is identified.	Nov. 2007	Principal	Assistant Superintendent	<input type="checkbox"/>	
Instructional Technology Committee will prepare regular school board reports on committee progress through the CSIP reporting process.	Jan. 16, 2007 Apr. 17, 2007 June 19, 2007	Instructional Technology Committee	Principal, Assistant Superintendent	<input type="checkbox"/>	
Pilot the identified grade level instructional standards and requisite assessments for the committee's review, amendment, approval.	Sep. 2007 – June 2008	Teachers	Instructional Technology Committee, Assistant Superintendent	<input type="checkbox"/>	
Evaluate the pilot of identified grade level instructional technology standards and their requisite assessments.	June 2008	Teachers, Instructional Tech. Committee, Assistant Superintendent	Superintendent, Board of Directors	<input type="checkbox"/>	
				<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 2.4** By June 2011, life skills will be included in curriculum to ensure that all students have marketable skills.

<b>DATA ANALYSIS</b>	The district currently does not have approved coherent K-12 life skills standards and supplementary curriculum in place to ensure that all students have marketable skills when they leave the district.				
<b>STRATEGY</b>	A district Life Skills Task Force will be established to survey existing life skills instruction, research life skills standards and material, and develop coherent K-12 life skills standards for school board approval.				
<b>EVIDENCE OF ACHIEVEMENT</b>	School board approval of coherent K-12 life skills standards and supplementary instructional materials.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b>	
				<b>Yes</b>	<b>Comments</b>
Lincoln, skills center teachers and WorkSource staff will provide students with the information to explore work and continuing education.	Oct. 2007 – June 2008	Principal	Teachers, Principal, Assistant Superintendent	<input type="checkbox"/>	WBL coordinator hired for LHS and NOPSC students
Pilot materials and essential questions from the district life skills task force.	Sep. 2007 – June 2008	Teachers	Principal, Life Skills Task Force, Assistant Superintendent	<input type="checkbox"/>	Not at this time
Evaluate pilot of life skills supplemental curriculum materials and strategies.	June 2008	Teachers	Principal, Life Skills Task Force, Assistant Superintendent	<input type="checkbox"/>	Not at this time
Implement “Life Skills” into advisory.	Oct. 2007 – June 2008	All teachers	All teachers and principal.	<input type="checkbox"/>	Constantly looking at ways to improve curriculum
				<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	Nine parents returned 2009, CEE surveys. Data is inconclusive.				
<b>STRATEGY</b>	Improved communication with parents and community members.				
<b>EVIDENCE OF ACHIEVEMENT</b>	60% attendance at school events activities.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly newsletters to parents and community members.	Monthly starting Oct. 1, 2009	Principal	Principal and Site team	<input type="checkbox"/>	
Upgrade and regular updates of school website to include site team minutes and school-wide activities.	Sept. 2009 – June 2010	Principal	Principal, site team and staff	<input type="checkbox"/>	
	Sept. 2009 – May 2010	Site team and principal	Site team and principal	<input type="checkbox"/>	
Two scheduled Open Houses to for parents and community members; one in the fall, one in the spring. Have students help organize and facilitate.	Oct. 2009 – April 2010	All teachers, principal, LHS students	All teachers, principal, students and parents.	<input type="checkbox"/>	
Schedule time to speak to community organizations and business.	Oct. 2009-June 2010	Principal	Principal and teachers	<input type="checkbox"/>	

## 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.

<b>DATA ANALYSIS</b>	CEE survey data reports low levels of parent and community involvement.				
<b>STRATEGY</b>	Improve structure, focus and accountability of site-team.				
<b>EVIDENCE OF ACHIEVEMENT</b>	Increase in the number of parents and community members who attend school activities and partner with our teachers and students.				
<b>ACTION</b>	<b>START &amp; END DATES</b>	<b>PERSONS RESPONSIBLE</b>	<b>REVIEWED BY</b>	<b>COMPLETED</b> Yes    Comments	
Site-team will meet monthly to discuss opportunities to increase community and parent involvement at LHS.	Sept. 2009 – June 2010	Site-team	Principal and site team	<input type="checkbox"/>	
Site team will recruit at least one additional parent, community member and student.	Sept. 2009-June 2010	Site-team	Principal and site team	<input type="checkbox"/>	
Site-team will develop a marketing plan to inform the public of the opportunities available for students at LHS and the Lincoln Center.	Sept. 2009 – on going	Principal	Principal and site team	<input type="checkbox"/>	
Improved agendas for site team meetings; sent out in advance.	Sept. 2009-June 2010.	Principal	Principal and site team	<input type="checkbox"/>	

## STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Remediation strategies will target those students most at-risk for not making standard on the WASL, as well as those who have already failed one or more areas of the WASL and are behind in credits for graduation. WASL, district benchmark, DRP and classroom assessments will be used to determine which students are most in need of remediation. Title One money will be used to hire a highly qualified math teacher to teach two periods a day of math support to students who scored at a level 1 on the 2009 WASL and other students identified through teacher assessments that need the additional hour of math. Title One class sizes will be kept under 15 students so as to allow more individualized instruction. These students will also be enrolled in either an algebra I or Geometry class. If additional Title One funds become available, we will offer before and after school tutoring for students starting January of 2010.

LAP funds are being used to offer our READ 180 program. We have one teacher identified teaching two periods per day of READ 180. This program will serve students who are identified as reading at least 3 grades below grade level. We will target our 11<sup>th</sup> and 12<sup>th</sup> grade students who have not passed the reading WASL. The program is designed to move students in and out in order to meet the individual needs of each student.

LAP funds are being set aside for summer school in order to provide students who qualify an opportunity to either earn credit in US History, contemporary issues, Washington State History, Social Studies elective or high school English.

Identification of students needing remediation began in August as WASL scores were released and students registered for school. Identification of students who are in need of remediation is on-going at LHS. Our "open enrollment" policy means that new students are constantly coming and going from our school. Frequently assessments and the monitoring of our teaching strategies in order to move students to competency continue to be a high priority of our collaboration time each week. We will as a staff during this time write Student Learning Plans for each of our students who did not make standard any of the areas of the WASL, as well as those students who are behind in credits for graduation.

Enrichment activities and classes are embedded in our project-based learning approach and the ability to design and offer a more individualized learning environment. Students can also participate in Running Start, attend classes at Port Angeles High School, the North Olympic Peninsula Skills Center. We also offer independent classes that allow students to take on-line classes through the DLC.

PART 8: TITLE I SCHOOL-WIDE PLAN SUMMARY

## TITLE I SCHOOL-WIDE PLAN SUMMARY

**Directions:** Briefly summarize your school’s strategy for implementing a Title I School-wide Plan. The summary must reference the ten components’ presence in other parts of the Continuous School Improvement Plan, and describe elements of the plan not addressed other parts. This summary should clearly describe a comprehensive approach embedded in strategies.

Comprehensive Needs Assessment (1): See CSIP Part 2, Data Analysis.	Professional Development Activities (4): See CSIP Part 9, Professional Development Resource Summary.	Teachers Included in Assessment Decisions (8): See CSIP Part 4, Objectives 1.1, 1.2, and 1.3 in Action Plans.
School-wide Reform Strategies (2): See CSIP Part 11, Continuous School Improvement Plan Summary.	Strategies to Increase Parent Involvement (6): See CSIP <b>Part 6</b> , Objective <b>3.1</b> Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP Part 7, Student Tutorial/Enrichment Strategies Summary.
Instruction by Highly Qualified Staff (3) and Attract High-Quality, Highly Qualified Teachers (5): All of the teachers at Lincoln High School were highly qualified under the provisions of the federal No Child Left Behind Act during 2005-06, 2006-07, and are highly qualified during 2009-10. The Port Angeles School District developed and implemented a recruiting plan to attract highly qualified, high quality teachers to Port Angeles schools. All of the Para educators supported by Title I funds at Lincoln High School are highly qualified under the provisions of the federal No Child Left Behind Act.		
Transition Plans for Preschool and Between Grade Levels (7):		
Coordination and Integration of Federal, State, and Local Services (10): Coordination is with local and state agencies to ensure students basic needs are met to provide access to all students for educational benefit. Child Protective Services, Peninsula Mental Health, Port Angeles Police Department, school staff, school nurse, Department of Social and Health Services, Port Angeles Education Foundation, and Native American Intervention Specialist are coordinated by school leadership to provide integrated services. The Title I program usually serves as an entry or exit to more formal special education services. Twice monthly the case manager and Title I staff meet to discuss students of concern. The results of these meetings are often adjustments to how students can be best served.		
<b>Funding Source</b>	<b>Amount</b>	<b>How Funds Support SWP</b>
State LAP	\$0,000	Staff to support Level 1 and 2 students and Student Learning Plans.
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	Staff to support students at risk of not meeting standards.
Title IIA	\$0,000	Teacher and principal professional development.
Title IIB	\$0,000	
Title IV	\$0,000	Safe and Drug Free Schools grant interventionist support for academic achievement, protective factors.
BEA	\$0,000	Basic education funds combined in school-wide plan to support academic interventionist.
Other	\$0,000	Building Bridges grant.

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"/>
\$200	Teachers observing other teachers either at Port Angeles High School or other alternative high schools.	All teachers and principal	<input type="checkbox"/>
\$1500	Train remaining three staff members in Why Try? Use Title 19 money.	Teachers	<input type="checkbox"/>
\$350	Travel to other alternative high schools successfully implementing on-line courses for students.	All staff including secretary and para educator	<input type="checkbox"/>
\$0	District LID opportunities	All staff, including secretary and para educator	<input type="checkbox"/>
\$200	Instructional reading strategies for all staff. Book study	All staff	<input type="checkbox"/>
\$0			<input type="checkbox"/>

**\$720 School Staff Development Allocation**

✓ Source: School Budget Allocation

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

## TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
<b>Name of School:</b> Lincoln				<b>Grades (Example: Elem / MS / HS):</b> HS		
<b>School Improvement Goal (taken from your building's School Improvement Plan):</b> 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						
<b>Technology and Learning Strategy:</b> Implement technology tools that enhance instruction and provide learning opportunities for students						
<b>Rationale (Research):</b> Students engage in work that is relevant, timely, and rigorous						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
<b>Year 1: 2007-2008</b>	Increase opportunities for students and staff to access technology.	Building Principal IT	HW – Wireless Access points and Computers TS – Install, Setup and support	Teacher Training in Laptop Use	3 Wireless Access Points at \$500 ea./ \$1500 7 Staff Laptops @ 1,000 ea. / \$7,000 5 Student computers @ 1,000 ea / \$5,000	Principal Observation of Use
	Improve Technology Teaching and Learning	Principal		Training of Staff through NCTE	\$2,000	Staff Leadership to Enhance Instruction
<b>Year 2: 2008-2009</b>	Increased opportunities for students and staff to access technology.	Building Principal IT	HW – Computers TS – Install, Setup and support		5 Student computers @ 1,000 ea / \$5,000 Replace Projection Devices - \$5,000	Principal Observation of Use
	Enhance Curriculum through Increased use of Technology	Principal	SW Setup	Training for Staff in use of Software	Implement Keyboarding, Life-skills and Career Planning Software - \$2,500	Enhanced Ed. Opportunity for Students.
<b>Year 3: 2009-2010</b>	Deploy 5 Student computers	Principal IT	HW & SW Setup		\$5,000	
	Increased opportunities for students and staff to access technology.	Building Principal IT	HW – Computers TS – Install, Setup and support		5 Student computers @ 1,000 ea / \$5,000	Principal Observation of Use

SIP Team Leader Completing This Form: Cindy Crumb, Steve Pazan Date: \_\_\_\_\_

Other SIP Team Participants: \_\_\_\_\_

## SUMMARY

**Directions:** Briefly summarize, in paragraph form, your Continuous School Improvement (CSIP). *Describe the key components of the instructional program of the school and how the recommended strategies detailed in each action plan will improve school organization, instruction, and student learning. Specifically, what components will meet the needs of special populations?* In the table below, list your reading, math, and other school objectives. Your summary description and chart will be used for dissemination purposes – website, annual school performance report, school board, etc.

This year Lincoln High School is focused on increasing the number of students passing state assessments, graduating from high school, improving staff professional development and increasing parent and community involvement.

Instructional programs include WASL English classes for all 9<sup>th</sup> and 10<sup>th</sup> graders, READ 180 for those students reading below grade level, and higher levels of staff collaboration in the areas of writing, reading, math and science. Implement a school-wide, writing rubric, reading strategies across all content areas that focus on summarizing, predicting, and graphic organizers, calendar math instructional focus and implement a weekly math focus across all content areas and in advisory class. All students performing below or well below grade level will be enrolled in an additional math class. Increase tutoring opportunities available in all content areas by utilizing community, school and parent resources. Use a variety of assessments to design early interventions and support for students.

To increase graduation rates we will continue to help students understand state and district graduation requirements, where they stand with those graduation requirements and how they can achieve graduation. Helping students understand and complete their Senior Culminating Project and their High School and Beyond Plan in a timely manner is another priority for staff. The principal will meet with seniors weekly and will contract advisory before school with students who are not able to fit advisory into their schedule. This will help ensure that all students have an adult who is working with them on graduating from high school.

In order to affect student apathy and involvement we have committed ourselves as a staff to implement a new curriculum during advisory. The staff has committed themselves to teaching this curriculum during the first semester. As a staff we will evaluate at the end of first semester and revise based on what worked and what didn't. This is a new curriculum so we know this year will be a learning year for everyone, but our commitment is strong and we will find a way to positively affect our students behavior, academic and emotional well being.

Focused professional development is another priority. We have brainstormed and discussed our professional development needs as a staff. We will be calendaring those opportunities as the Sept. 9<sup>th</sup> Wednesday meeting. The principal will meet with every staff person to develop a professional development plan that suits each individual teacher.

Increasing parent and community involvement is the top priority for our site team. We have developed a marketing plan and will begin to implement this fall.

<b>Reading Objectives</b>	Increase % of students meeting standard to 85%.	Target students reading below grade level by offering READ 180 and tutoring.	School-wide emphasis on summarizing and predicting.
<b>Writing Objectives</b>	Increase % of students meeting standard to 90%	Collaborative time to look at student writing samples; plan instructional strategies.	Incorporating writing rubrics across the curriculum.
<b>Math Objectives</b>	Increase % of students meeting standard to 40%.	Title and LAP support for level 1 and 2 students in the form of an extra class.	Implement new district algebra and geometry curriculum.
<b>Science Objectives</b>	Increase % of students meeting standard to 60%.	Continue to align project-based curriculum to standards.	Incorporating classroom assessments into project-based curriculum.

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Classified Staff	Cheri Lefevre	
Community Member	John Pope	
Community	Linda Kaas	
Native American Interventionist	Jessica Elofson	
Parent	Kristi Knittle	
Tech Prep Coordinator	Karen Brown	
Teacher	Susan MacDonald	
Principal	Cindy Crumb	
School Board President	Cindy Kelly	<i>Board Approved Date:</i> _____

## APPENDICES

**Directions:** Attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.