



**Continuous School Improvement Plan
School Reporting Format and Schedule
Program Year 2010-11**

School Lincoln High School
Principal Cindy Crumb

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-14-11	1-24-11
<input type="checkbox"/> Report 2	3-29-11	4-11-11
<input checked="" type="checkbox"/> Report 3	6-21-11	6-27-11

Key Progress (incl. relevant internal accountability data references)

Objective 1.1: We implemented reading strategies into all content areas. We incorporated reading stem questions into all content area and lengthened and improved our SSR reading time during advisory. Preliminary HSPE scores show that our students did better this year than last year.

Objective 1.2: Writing across all content areas was a major emphasis for us this year. We focused on HSPE writing prompts that would increase student's success on the HSPE and college entrance. Preliminary HSPE scores show that students did better this year in writing than last year.

Objective 1.3: As e conducted math EOC talks this past month students reported that they believe they are learning more and are being more successful in their math classes. The winter benchmark showed improvement in students' math assessment scores. We added an extra math class to our schedule this semester for students who were in need of the extra support in order to be more successful on the EOC exam.

Objective 1.4: We complete our Drift Card project again this year. The Coast Guard took us out to launch one batch of cards and the others were launched off the hook. Students collected and recorded data from this project in order to increase thinking and problem solving skills.

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

Objective 1.1: READ 180 technology has not the supported our vision of a consistent, high quality reading program. We will continue to focus next year on improving our READ 180 program in order to not only serve more students, but to gather the assessment data necessary to improve the quality of the program. A total of 13 students were served this year in our READ 180 program.

Objective 1.2: Because our students are lacking English credits its takes more time for them to learn the writing process and become proficient. We have found that the majority of our students lack the basic foundations of writing. Due to this factor, not only is our instructor more individualized in our English classes we are focusing reinforcing the writing process across all content areas.

Objective 1.3: We continue to score higher on district benchmark assessments. Our challenge is to teach students basic skills and at the same time teach the state mandated math curriculum that prepares them for the State's EOC exams. Our students come to us with limited math skills and very little math credit. We need more than one teacher to teach both math and science.

Objective 1.4: With only two periods of science offered during the day students do not have the ability to take chemistry, physics or other elective science classes. Next year the Natural Resource Options class through the NOPSC will provide our 11th and 12th graders an opportunity to earn science credits. With the state mandate of three years of science to graduate it will be impossible for one staff person to teach both science and math.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
Objective 1.1 We will continue to work with the READ 180 program in order for our students who are reading significantly below grade level to gain the skills to pass the HSPE. We still need to get a teacher trained in the Collection of Evidence so that we are prepared to work with all students towards graduation.	Objective 1.1: We reworked our READ 180 program last year to include reading stem questions and HSPE writing prompts. We will continue to offer READ 180 in this same way next year.
Objective 1.2: We still need to have teachers trained in the Collection of Evidence. Next year we will have seniors who have not passed the reading or writing WASL and will need to have this option in order to graduate. Funds available for this training from the district would assist LHS in getting at least one staff member trained.	Objective 1.2: Writing across all content areas was a major focus at LHS this spring. There was no key adjustments in this area this year.
Objective 1.3: We need a qualified teacher to teach LAP math at least two periods per day next year. Too many of our students lack the basic skills necessary to be successful in the state mandated math curriculum designed for 9 th and 10 th graders. We are still looking for an assessment tool that would allow us to be more diagnostic in our assessment of students' basic math skills.	Objective 1.3: Students who were determined to need the extra support in math were given an extra math class during advisory.
Objective 1.4: We need either an extra person to teach science or an extra person to teach math. One person cannot be responsible for both subject areas.	Objective 1.4: No adjustments at this time.

Summary Student Internal Accountability System Performance Data to Date (2008-09 is end-of-year data; 2009-10 is year-to-date data)													
Internal Assessment Results for 2009-10 (YTD)						Internal Assessment Results for 2010-11 (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	70.23	86.17	1			2	9	58.76	89.73	0	2		0
10	213.31	80.94	4			8	10	234.95	83.09	1	2		6
11	487.11	85.85	2		1	8	11	504.63	82.78	3			7
12	1369.51	82.45	7	2		2	12	991.82	85.91	0			1

Analysis Tool/ Measurement Device	Results for 2009-10					Results for 2010-11				
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	52%	0		68%	9	56%	7		51%
	10	58%	0		54%	10	62%	12		
	11	61%	0		❖	11	56%	9		
12	64%	❖	❖	❖	12	68%	6			
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	❖			37%	9	41%	46%		55%
	10	37%		❖	46%	10	45%			51%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	SCP	❖	12	❖	❖	SCP	❖	
Classroom-Based Assessments (percent of students at standard) District Science Winter Bench- mark (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	0	0	n/a	56%	9				
	10	54%	0	n/a	54%	10				
	11	65%	0	n/a	❖	11				
12	0	0	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 2009-10 assessment plan.

Summary Analysis of Collaboration Time/Professional Development Activities during Report Period (reference related action plan data)	
Reading Stem Questions: (1.1, 1.5, 2.1) Reading Comprehension Strategies: (1.1, 1.5, 2.1) Math vocabulary focus: (1.3, 1.5, 2.1) Math instructional focus: (1.3, 1.5, 2.1) Senior Culminating Project: (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1) Analysis of assessment and graduation data: (1.6, 2.1) Senior Culminating Project presentations: (1.6, 2.1)	Collaboration time was spent learning ways to implement reading stem questions and reading strategies across all content areas. Math instructional focus with an emphasis on math vocabulary was a weekly commitment during collaborative time. We looked at both assessment and graduation data weekly in order to better understand what our students needed to graduate. Staff listened to SCP presentations. Staff continues to look at and find ways to improve our SCP.

Summary Analysis of Parent & Student Engagement Activities during Report Period (reference related action plan data)	
Spaghetti Dinner Fund Raiser: (1.7, 3.1) Seattle Art Museum Field Trip: (1.1, 1.2, 1.7, 3.1) Senior Dinner: (1.7, 3.1) Drift Card Project: (1.4, 1.5) Monthly ASB meetings: (1.7, 3.1) Weekly Leadership meetings: (1.7, 3.1) Car Wash: (1.7, 3.1) Pet Drive: (1.7, 3.1) Site Team meetings: (1.7, 3.1) Soroptomist Star Award: (1.7, 3.1)	This spring was a busy time for staff and students at LHS. We held a spaghetti dinner fund raiser and car wash to raise money for our Seattle Art Museum field trip. We were awarded a grant through PAED, however the grant did not pay for the entire field trip. Students raised the money so no students would have to pay for themselves. We celebrated our seniors and their success with a senior dinner. One of our seniors received 14,500 dollars in scholarship money this spring. This was the first year that we had an organized scholarship notebook for our students. We held our annual Pet Drive and award one of our juniors with the Soroptomist Star award. We continue to hold weekly leadership meeting and monthly ASB meeting.

Summary Analysis of On-Time Graduation Rate Improvement Activities during Report Period (reference related action plan data)	
Weekly staff analysis of graduation data: (1.5, 1.6, 2.1) SCP timeline with dates of completion: (1.5, 1.6) Weekly graduation “talk” with all seniors: (1.6) Peninsula College Running Start COMPASS test: (1.6)	The majority of spring quarter was spent looking at graduation status of our seniors, as well as, students’ attendance. Staff designed strategies that would increase the success of our seniors who were working to graduate and to increase student attendance. Twenty-four students graduated this year and student attendance has improved. Our goal was to have all of our seniors present their SCP by the end of May. We were successful in reaching that goal as all, but one of our seniors had completed their SCP and presentation by May 31.

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	2010 HSPE, 28.6% of students met standard in Literary Text on the HSPE.				
STRATEGY	Teachers will focus on reading strategies that will increase the number of students meeting standard in Literary Text on the 2011 HSPE.				
EVIDENCE OF ACHIEVEMENT	HSPE Literary scores will increase from 28.6% to 70%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Collaborative time will focus on how to better use Reading Stem questions with regards to Literary text, in order to improve students understanding and mastery.	Sept. 2010– June, 2011	All teachers	All teachers and principal	<input checked="" type="checkbox"/>	Continued focus during collaborative time.
Teachers will look at student work together in order to identify students’ strengths and weaknesses and design individual learning plans that will address student’s weaknesses.	Oct. 2010 – March 2011	All teachers	All teachers and principal	<input checked="" type="checkbox"/>	Twice so far this year. Will make this a focus for the next 6 weeks.
Advisory time will incorporate increasing students’ vocabulary by intentionally teaching vocabulary as it applies to Literary Text.	Sept. 2010 – June 2011	All teachers	All teachers and principal	<input type="checkbox"/>	I’m not sure this has been implemented like we planned.
Students will read novel, short stories, poems and other literary text material during SSR time in Advisory.	Sept. 2010 – June, 2011	All teachers	All teachers and principal	<input checked="" type="checkbox"/>	We will continue to do this next year.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

ACTION PLAN

<p>GOAL 1 Students and adults are engaged in powerful learning experiences appropriate to each individual.</p> <p>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.</p>
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DATA ANALYSIS	60% of 10 th grade students made standard in Reading on the 2010 HSPE.				
STRATEGY	School-wide instructional and assessments strategies used by teachers, to increase critical thinking skills in both literary and informational text.				
EVIDENCE OF ACHIEVEMENT	90% of students meeting standard in reading				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
READ 180 program will expand and incorporate GLEs into the curriculum. This will enable us to serve more students.	Sept. 2010 – June 2011	READ 180 teacher	READ 180 teacher and principal.	<input checked="" type="checkbox"/>	Identified students are scheduled into this class.
State, district and teacher driven assessment data will be used to increase teacher strategies, as well as, design interventions for identified students.	Aug. 2010 – June, 2011	All teachers and principal	All teachers and principal.	<input checked="" type="checkbox"/>	Ongoing in all content areas.
English teachers will develop reading Pacing calendars, based on the GLEs. All staff will incorporate these calendars into their content areas.	Sept. – Oct. 2010	English teachers	All teachers and principal.	<input checked="" type="checkbox"/>	Incorporated into English classes.
Collaborative time will be used to monitor student progress in identified areas, as well as, reinforcing critical thinking skills into lesson plans and assessments.	Sept. 2010 – June 2011	All teachers and principal.	All teachers and principal.	<input checked="" type="checkbox"/>	Ongoing with staff every week.

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.

DATA ANALYSIS	78.6% of 10th grade students met standard in COS of the writing HSPE; decrease of 12.8%.				
STRATEGY	Build writing calendar to be used across the curriculum that would reinforce writing COS strategies with students and communicate building-wide standards for all content area writing assignments.				
EVIDENCE OF ACHIEVEMENT	Increase % of students meeting standard in COS from 78.6%% to 90.0%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
English teachers will build a writing calendar in order to inform our Collaborative time writing focus.	Sept. – Oct. 2010	English teachers	English teachers and principal.	<input checked="" type="checkbox"/>	Completed in Oct.
Weekly writing focus will be posted in all classrooms and common areas of school.	Sept. 2010 – June, 2011	English teachers and principal	All teachers and principal.	<input type="checkbox"/>	This was not consistent.
Review student writing samples as a staff in order to increase staff awareness of students’ strengths and weaknesses. Teachers will use information to inform instruction and assessments of writing assignments.	Sept. 2010 – June, 2011	All teachers and principal	All teachers and principal.	<input checked="" type="checkbox"/>	Will continue into next year.

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.

DATA ANALYSIS	73.3% of 10 th grade students met standard on the Writing HSPE.				
STRATEGY	Use WASL, district benchmark, and teacher classroom assessments to inform teaching strategies.				
EVIDENCE OF ACHIEVEMENT	90% of students will meet or exceed standard on the Writing HSPE.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Continue to administer and assess students, using state, district, and teacher driven assessment data.	Sept. 2010 – June, 2011	English teachers	English teachers and principal.	<input checked="" type="checkbox"/>	Assessments are used to place students in appropriate Eng. Classes.
Use OSPI resources and materials to increase teachers’ strategies in writing.	Sept. 2010 – May, 2011	English teachers	All teachers and principal.	<input checked="" type="checkbox"/>	Eng. teachers are doing this.
Develop a COE English class for 11 th and 12 th grade students who did not meet standard on the writing and/or reading HSPE.	Sept. 2010 – March, 2011	English teacher and principal	English teacher and principal.	<input checked="" type="checkbox"/>	Eng. teacher took the Webinars in order to teach this class.
Prepare SLPs for all students not meeting standard in writing on the HSPE.	Sept. – Nov. 2010	English teachers	English teachers and principal.	<input checked="" type="checkbox"/>	Completed SLP for all of our students.

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.

DATA ANALYSIS	71% of students scored at level 1 in math.				
STRATEGY	Increase intentionality and accountability of all staff regarding the use of the math pacing calendar to support student achievement in math.				
EVIDENCE OF ACHIEVEMENT	Number of students scoring at level 1 will decrease to 35%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Weekly collaborative meetings designed to focus staff's intentional teaching of weekly math focus	Monthly from Sept. of 2010 to June 2011	Math teachers Principal	Math teachers Principal	<input checked="" type="checkbox"/>	Math vocabulary words every week in all content areas
Twice monthly, collaborative time spent looking at student work in math and designing ways that all teachers and address student weaknesses.	Monthly from Sept. 2010 to June, 2011	Math teachers Principal	Math teachers Principal	<input checked="" type="checkbox"/>	Weekly focus.
Implement mini assessments and utilized data to improve instruction in the identified areas of weaknesses.	Monthly from Sept. 2010 to June, 2011	Math teachers Principal	Math teachers Principal	<input checked="" type="checkbox"/>	Using a USA test prep computer program to assess student progress.
Better communication to students and parents regarding progress in math and areas of concern.	Monthly from Sept. 2010 to June, 2011	Math teachers Principal	Math teachers Principal	<input checked="" type="checkbox"/>	Parent conferences when appropriate with all students.

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.

DATA ANALYSIS	0% of 10 th grade students made standard in the area of math content process skills.				
STRATEGY	Focus on HSPE math process skills in all math classes, including LAP and Title classes.				
EVIDENCE OF ACHIEVEMENT	30% of 10 th grade students will meet standard on the district benchmark test and 40% of 10 th grade students will meet standard on the End of Year exams in math.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Place identified 9 th and 10 th graders in 2 hour block LAP math course to focus on Algebra and HSPE based skills and processes.	Sept. 2010 – June 2011	Math teachers Principal	Principal	<input checked="" type="checkbox"/>	Ongoing with all students.
Add math instructional focus lessons to all advisory classes.	Sept. 2010 – April 2011	Advisory teachers	All teachers Principal	<input checked="" type="checkbox"/>	Monthly focus during collaborative time
Find additional funds to pay math teachers to work with students after school who have missed school and have missing assignments.	Dec. 2010 – May 2011	Principal	Principal	<input checked="" type="checkbox"/>	Additional support during advisory time.
Use OSPI materials and resources to familiarize students with the end of year exam.	Sept. 2010 – June 2011	Math teachers	Math teachers Principal	<input checked="" type="checkbox"/>	In communication with OSPI and CSB.

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.

DATA ANALYSIS	14.3% of 10th grade students met standard on the science 2010 HSPE).				
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 HSPE improves by at least 50%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Align science curriculum to GLEs.	Sept. – Oct. 2010	Science teacher	Principal	<input checked="" type="checkbox"/>	Completed this fall.
Science curriculum will focus on earth and physical science.	Sept. 2010 – June 2011	Science teacher	Principal	<input checked="" type="checkbox"/>	Science teacher is doing a great job making sure this happens.
Teachers will find ways to incorporate systems, inquiry and application as it applies to science into their content areas.	Oct. 2010 – May 2011	Science teacher All teachers	Principal	<input type="checkbox"/>	We haven't done this like we had planned.
Use OSPI resources and materials with students in order to familiarize them with the state assessment.	Oct. 2010- June 2011	Science teacher	Principal	<input checked="" type="checkbox"/>	Science teacher has incorporated this into her curriculum.

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.

DATA ANALYSIS	The majority of students who attend LHS are significantly behind in credits; causing them to not graduate with their cohort graduation class.				
STRATEGY	Increase communication with students and their parents about their academic status and progress towards graduation.				
EVIDENCE OF ACHIEVEMENT	Increase cohort graduation rates by 50% in 2010.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Advisory teachers will meet with each student at the beginning of the year and write a plan for graduation, that includes making up lost credits.	Sept. 2010	Advisory teachers	Principal	<input checked="" type="checkbox"/>	Completed with all students in the fall and all new students.
Advisory teachers will meet monthly with individual students who are not on track to graduation.	Sept. – Dec. 2010 Jan. – June 2011	Advisory teachers	Principal	<input checked="" type="checkbox"/>	Focus for all teachers.
Principal will meet individually with seniors and their parents, as soon as they enroll to write a graduation plan.	Sept. – Oct. 2010 Monthly with newly enrolled seniors	Principal	Principal	<input checked="" type="checkbox"/>	Completed
Principal will meet monthly with individual seniors as well as seniors as a whole to communicate graduation timeline, information, and give support and encouragement.	Sept. 2010 – June 2011	Principal	Principal	<input checked="" type="checkbox"/>	I meet daily with at least one senior to track graduation.

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.

DATA ANALYSIS	51% of students reported different cultures reflected in their studies and activities that celebrate cultures of all students.				
STRATEGY	Design and implement classroom teaching strategies and school-wide events that address and celebrate different cultures and students' diversity.				
EVIDENCE OF ACHIEVEMENT	80% of students will report that different cultures are studied and celebrated at school.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Teachers will examine teaching strategies that relate to different cultures and student diversity. Incorporate those strategies into their curriculum.	Sept. 2010 – June 2011	All teachers	Teachers	<input checked="" type="checkbox"/>	We are making this a focus for all of content areas.
ASB/leadership and site team will plan and organize school-wide activities that celebrate different cultures at LHS.	Sept.2010 – June 2011	Principal	Principal	<input checked="" type="checkbox"/>	We went to the Seattle Art Museum in May.
The walls of the school will reflect different cultures and students throughout the school.	Sept. 2010 – June 2011	Teachers Principal	Principal	<input checked="" type="checkbox"/>	Ongoing.
People of different cultures will be invited to speak to students at LHS; helping them understand, first hand people's diversity.	Oct. 2010 – June 2011	Teachers Principal	Principal	<input type="checkbox"/>	We need to refocus our efforts in this area.

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	67% of staff report that collaboration time lacks focus on using assessment data, instructional strategies, and team planning.				
STRATEGY	Calendar meeting topics for collaboration time, to include data analysis, looking at student work, researching effective teaching strategies and incorporating instructional focus into advisory and content areas.				
EVIDENCE OF ACHIEVEMENT	90% of teachers will report that collaboration time has improved because of the actions taken below.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Calendar collaborative time in Sept. Review and evaluate weekly.	Sept. 2010 – June, 2011	Principal	Principal	<input checked="" type="checkbox"/>	This has helped us be more focused during our collaborative time.
Involve teachers in planning and implementing collaborative time topics each week.	Sept. 2010 – June, 2011	Teachers Principal	Principal	<input checked="" type="checkbox"/>	Every week teachers have input and implement topics.
Include District Adoption Curriculum Specialists in collaborative time for reading and writing.	Nov. 2010 – April, 2011	Principal	Principal	<input checked="" type="checkbox"/>	Used this resource for our LID day.
Teachers will include collaborative time goals in their goal setting conference when meeting with the principal.	Sept. – Oct. 2010 Jan. – Feb. 2011 Apr. – May 2011	Teachers Principal	Principal	<input checked="" type="checkbox"/>	Completed in Oct.
Teachers will evaluate weekly collaborative time monthly. Data will be used to reflect and improve the quality of weekly collaborative time.	Sept. 2010 – June, 2011 Monthly	All teachers Principal	Principal	<input checked="" type="checkbox"/>	Use the last Wed. of every month to evaluate.

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	2010 CEE data shows that 40% of staff believed that they were involved in focused and meaningful professional development activities; this is down 5% from 2009 CEE survey.				
STRATEGY	Include staff when designing meaningful and relevant professional development opportunities.				
EVIDENCE OF ACHIEVEMENT	Survey data will reflect a 20% increase in teachers’ opinion of focused, professional development.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
As a staff, brain storm reasons why professional development activities are not relevant or meaningful.	August 2010	Principal	Principal	<input checked="" type="checkbox"/>	Ended the year with this activity.
As a staff, design a professional development year-long plan that supports teachers in their content areas, as well as, content area instructional focus.	Sept. 2010	Teachers Principal	Principal	<input checked="" type="checkbox"/>	Completed in Oct.
Include individual professional development plans during the goal setting conference.	Sept. 2010 Oct. 2010	Teachers Principal	Principal	<input checked="" type="checkbox"/>	
Make sure one staff member attend and participates in the district Professional Development Committee.	Sept. 2010 – June 2011	Professional Development Coordinator	Principal	<input checked="" type="checkbox"/>	Tyler Jones
Better communication about professional development opportunities through the district, ESD and OSPI.	Sept. 2010 – June 2011	PDC Principal	Principal	<input checked="" type="checkbox"/>	Two teachers have already attended two workshops. Through the ESD.

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.

DATA ANALYSIS	The district currently does not have approved grade level standards for student knowledge and skills in technology.				
STRATEGY	A district Instructional Technology Committee will be established to research and develop identified grade level standards for student knowledge and skills in technology.				
EVIDENCE OF ACHIEVEMENT	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
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

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	59% of students reported high levels of Parent and Community Involvement on the 2010 CEE survey.				
STRATEGY	As a staff and site team continue to design ways for parents and community members to become involved at LHS.				
EVIDENCE OF ACHIEVEMENT	75% of students will report high levels of Parent and Community Involvement on the next CEE survey.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monthly newsletter to parents and identified community members, detailing school activities and outlining how parents and community members can become involved.	Sept. 2010-June, 2011	Principal	Principal	<input type="checkbox"/>	We haven't sent a newsletter to community members.
Site-team will design a plan that will detail how we as a school can involve more parents and community members	Sept. 2010 Oct. 2010 Nov. 2010	Principal	Principal	<input checked="" type="checkbox"/>	This is our focus.
ASB/leadership will design a year-long plan that includes planning activities that include more parents and community members.	Sept. 2010 – June 2011	ASB/Leadership team	Principal	<input checked="" type="checkbox"/>	This is one of the goals of ASB.
Learn how to use the Skyward telephoning system to remind parents about school-wide events and activities.	Sept. 2010 – Oct. 2010	Secretary Principal	Principal	<input checked="" type="checkbox"/>	We used this for our Open House and Parent Conferences.
Staff will design a year-long plan that details how to involve more parents and community members in our classrooms and at school-wide	Sept. 2010 Oct. 2010 Nov. 2010	Teachers Principal	Principal	<input checked="" type="checkbox"/>	We have not designed a year long plan, yet.

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"/>
500.00	Reading questioning strategies	English and special education staff	<input checked="" type="checkbox"/>
500.00	Why Try? training	One staff member during the summer of 2010	<input checked="" type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

1000.00\$ School Staff Development Allocation

✓ Source: School Budget Allocation