



**Continuous School Improvement Plan  
School Reporting Format and Schedule  
Program Year 2009-10**

**School** Lincoln High School  
**Principal** Cindy Crumb

Reporting Schedule	School Submittal	Board Summary
<input type="checkbox"/> Report 1	1-05-10	1-11-10
<input type="checkbox"/> Report 2	4-12-10	4-19-10
<input checked="" type="checkbox"/> Report 3	6-21-10	6-28-10

**Key Progress (incl. relevant internal accountability data references)**

**Objective 1.1:** We continue to have success with our students in the area of reading. We gave the spring reading benchmark to 9<sup>th</sup> graders and the HSPE to 14 10<sup>th</sup> graders and 12 11<sup>th</sup> and 12<sup>th</sup> graders. Initial data shows that we have approximately 88% of our students reading at grade level.

**Objective 1.2:** Writing is an area of strength for our students. About 90% of our students made passed the WASL last year and approximately 90% of this years' student passed the HSPE. We gave all the districts writing benchmark assessments. We are collaborating as a staff in the area of writing and are making progress towards developing a school-wide rubric.

**Objective 1.3:** We continue to collaborate in the area of math as a staff. We are changing the culture regarding students' attitudes towards math and their ability to be successful.

**Objective 1.4:** We successfully gave the science HSPE this year to approximately 14 10<sup>th</sup> graders. We were able to complete our Drift Card project this year and were able to fling cards off a Coast Guard Boat. We continue to use project-based learning as our way of offering science to our students.

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

**Objective 1.1:** Our students continue to do well in the area of reading, however we need to make sure all students have passed the HSPE in writing in order to graduate from high school. We will need to make sure we have at least one teacher trained in COE next year in order for us to meet the needs of all students.

**Objective 1.2**  
We will need to have at least one teacher trained in the COE so that we can meet the needs of all students and graduate those that have not passed the HSPE.

**Objective 1.3:** Students who come to LHS have gaps in their math education. Most are able to work at grade level in the area of math. This requires us to teach basic skills, as well as algebra and geometry. Students have low self confidence in math and need constant reinforcement.

**Objective 1.4:** Our science teacher also teachers 3 periods of math per day. This makes concentrating on science and developing new projects almost impossible. We would love to have an extra two periods per day in order to hire someone to just teach science.

Key Support Needs (incl. resource references related to barriers)	Key Adjustments To Action Plan (incl. performance data reference)
<b>Objective 1.1:</b> No support needed at this time.	<b>Objective 1.1:</b> No adjustments at this time.
<b>Objective 1.2:</b> No support needed at this time.	<b>Objective 1.2:</b> No adjustments at this time.
<b>Objective 1.3:</b> Continued funding from LAP and TITLE in order to have an extra teacher in which to offer more sections of math to students.	<b>Objective 1.3:</b> None at this time.
<b>Objective 1.4:</b> Staffing to hire a two periods a day science instructor.	<b>Objective 1.4:</b> None 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 2008-09 (EOY)							Internal Assessment Results for 2009-10 (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	186.89	82.94%	0	0	0	5	9	70.23	86.17	1			2
10	404.86	85.17%	5	2	1	10	10	213.31	80.94	4			8
11	369.10	88.49%	8	0	0	5	11	487.11	85.87	2		1	8
12	1033.10	84.51%	1	0	0	3	12	1369.51	82.47	7	2		2

Analysis Tool/ Measurement Device	Results for 2008-09					Results for 2009-10				
<b>Fall Degrees of Reading Power (DRP)</b> <b>(percent of students at standard)</b> <b>Developmental Reading Assessment (DRA)</b> <b>District Reading Winter Benchmark</b> <b>(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	51%	6	5.4	68%	9	52%	0		68%
	10	61%	22	6.4	54%	10	58%	0		54%
	11	56%	11	7.1	❖	11	61%	0		❖
12	76%	❖	❖	❖	12	64%	❖	❖	❖	
<b>District Writing Benchmark Fall, Winter, Spring</b> <b>(percent of students at standard)</b> <b>District Math Winter Benchmark</b> <b>(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	❖	36%	43%	37%	9	❖			37%
	10	42%	54%	❖	46%	10	37%		❖	46%
	11	❖	❖	❖	❖	11	❖	❖	❖	❖
12	❖	❖	SCP	❖	12	❖	❖	SCP	❖	
<b>Classroom-Based Assessments</b> <b>(percent of students at standard)</b> <b>District Science Winter Benchmark</b> <b>(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%	00%	n/a	56%	9	00%	00%	n/a	56%
	10	54%	00%	n/a	54%	10	54%	00%	n/a	54%
	11	65%	00%	n/a	❖	11	65%	00%	n/a	❖
12	00%	00%	n/a	❖	12	00%	00%	n/a	❖	

⊕ 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.

<b>Summary Analysis of <i>Collaboration Time/Professional Development Activities</i> during Report Period (reference related action plan data)</b>	
Graduation data: 1.1, 1.2, 1.3, 1.4, 1.5 On-time graduation: 1.5 Student writing samples: 1.2 Developing writing rubric: 1.2 Senior Culminating Project: 1.5 Student Recognition Activities: 1.6 CSIP review and adjustments: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Student discipline and services: 1.6, 3.1 Professional development plan reviewed: 2.1	Collaboration time has been spent looking at student writing samples and trying to develop a school-wide rubric to use with teachers across all content areas. We also worked on our Senior Culminating Project requirements and were available to students during Wednesday morning to hear presentations and work with students to finish their SCPs. We have spent many hours collaboration time looking at better ways to serve our students, especially our seniors. We would like to develop a matrix to help us in managing the data needed to keep track of our seniors and their progress towards graduation.

<b>Summary Analysis of Parent &amp; Student Engagement Activities during Report Period (reference related action plan data)</b>	
School Newsletter: 1.6, 3.1 Review site team mission and goals: 1.6, 3.1 Regular ASB meetings: 1.6, 3.1 Weekly leadership meetings: 1.6, 3.1 Community Service Learning opportunities: 1.6, 3.1 Recognition and breakfast: 1.6, 3.1	This spring has been spent continuing our Leadership focus of Service Learning. Our students raised money for the Humane Society, and served lunch at the Salvation Army on Wednesdays. Leadership students raised money this spring by organizing a Car Wash, selling our Yearbook, and designing new tee-shirts for next school year. We had bi-monthly ASB meetings and taught students how to make an ASB budget for next year. We held two student recognition breakfast, students participated in Fish on the Fence activities; such as Earth Day, Festival of the Arts, and an auction and dinner. We also continued our adoption of Wolverton Park; which requires students to mow and weed weekly. Our Site team reviewed its goals and mission for the 2010-2011 school year.

<b>Summary Analysis of <i>On-Time Graduation Rate Improvement Activities</i> during Report Period (reference related action plan data)</b>	
Weekly tracking of our identified seniors: 1.5 Weekly individual meetings with principal and all seniors graduating: 1.5 AM tutoring/PM tutoring one day per week: 1.1, 1.2, 1.3, 1.4, 1.5, Parent/student/teacher conferences to track senior progress: 1.5	Since second semester we have concentrated on identifying those seniors who have lost the motivation to graduate. We have organized and offered seniors before and after school tutoring and help with their SCP. Teachers have stayed-late so that seniors could extra help with their SCP presentation. Two days per week our SCP/English teacher is working with seniors after school until 4:30 pm. Our focus is to provide high levels of support for our seniors to finish credits and their other graduation requirements; such as their SCP and High School and Beyond Plan. We accomplished our goal of increasing the number of students who graduated from Lincoln this year; 25 seniors graduated from LHS.

**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.

<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 checked="" type="checkbox"/>	WASL in Aug. on-going with other assessments and students.
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 checked="" type="checkbox"/>	Spreadsheet made and new students are added when they enroll.
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 checked="" 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"/>	Not this year. The State has no trainings available.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT RESOURCE SUMMARY

**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				
<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>
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 checked="" type="checkbox"/>	All content area teachers working together on this.
All teachers will intentionally teach and reinforce reading comprehension strategies, specifically, summarizing and predicting.	Sep. 2009 – June 2010	All teachers	All teachers	<input checked="" type="checkbox"/>	Topic of collaboration during Wed.
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 checked="" type="checkbox"/>	We have changed the focus a bit to Readers Theater.
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		This will continue to be a goal for next year.
Prepare SLP for all students who did not pass their last reading WASL.	October 2009	English teachers	English teachers and principal		Prepared SLPs in Nov. on-going with new students.

## 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>	
				<b>Yes</b>	<b>Comments</b>
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 checked="" type="checkbox"/>	Will continue to work on this next year.
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 checked="" type="checkbox"/>	Continuing with this in Eng. and science.
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 checked="" type="checkbox"/>	Will continue into next year.
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 checked="" type="checkbox"/>	This was a priority for us as a staff. We saw increased # of students graduating.

## 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 checked="" type="checkbox"/>	Adm. all district and state assessments.
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 checked="" type="checkbox"/>	Students getting lots of opportunity to write in all classes.
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"/>	Did not complete this, will be a goal for next year.
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		Prepared SLPs in Nov. on-going with new 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.

<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 checked="" type="checkbox"/>	Completed in Nov. On-going with new students.
All level 1 students will be enrolled in two math classes; one funded by LAP.	Oct. 2009 – Ongoing	Math teacher, principal	Math teacher, principal	<input checked="" type="checkbox"/>	Determined that not all level 1 students needed two period per day.
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 checked="" type="checkbox"/>	Letters sent to parents
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 checked="" type="checkbox"/>	
A new curriculum, Algebra Rescue will be used with identified students.	Sept. 2009-June 2010	Math teachers	Math teachers and principal	<input checked="" 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 checked="" type="checkbox"/>	Completed in Nov.
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 checked="" type="checkbox"/>	Only those students who are way below grade level.
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 checked="" type="checkbox"/>	Whenever possible and reasonable.
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 checked="" type="checkbox"/>	On-going in all classes.

## 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 WASL science content areas.	Sept. 2009 – January 2010	Principal, district adm.	Principal and district adm.	<input checked="" type="checkbox"/>	
Continue Elwha River Restoration project through OPI.	Sep. 2009 – May 2010	Science teacher	Science teacher, principal	<input checked="" type="checkbox"/>	Working somewhat with OPI. Grant funds not there.
Continue to collaborate with PAHS science dept.	Oct. 2009 – Ongoing	Science teacher	Science teacher, principal	<input checked="" type="checkbox"/>	On-going.
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"/>	This hasn’t come out yet.
Continue to provide relevant and meaningful real-world projects to connect students learning through to the science content areas on the WASL.	Oct. 2009 – June 2010	Science teacher	Science teacher, principal	<input checked="" type="checkbox"/>	This is our mission.

## 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, Americorp 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.				
<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>
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 checked="" type="checkbox"/>	Area of strength this year. We increased our number of graduates by 20.
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 checked="" 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 checked="" type="checkbox"/>	.All staff members incorporated this into their classes.
Principal will schedule regular check-ins with seniors most at-risk of not graduating.	Sept. 2009 – June 2010	Principal	Principal	<input checked="" type="checkbox"/>	Meet with every senior, weekly.
Weekly staff meeting to discuss support for seniors.	Sept. 2009-2010	Principal	Principal and all staff		On-going.

## 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 checked="" type="checkbox"/>	Weekly bulletin to staff, monthly newsletter, more organized staff meetings.
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 checked="" type="checkbox"/>	Area of strength.
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 checked="" type="checkbox"/>	Monthly activities and assemblies.
Improve collaboration time to include celebrating teachers' work in the classroom.	Sept. 2009-June 2010	Principal and teachers.	All staff, site-team, principal	<input checked="" type="checkbox"/>	Teachers spot-lighted monthly.
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 checked="" type="checkbox"/>	Only one Open House, in Oct.

## 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.				
<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>
Review and refine meeting norms for all collaborative time with teachers.	Aug. 2009	Teachers, principal	Teachers, principal	<input checked="" type="checkbox"/>	August meeting.
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 checked="" type="checkbox"/>	Monthly during Late Start.
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 checked="" type="checkbox"/>	Will continue to make this a priority for next year.
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 checked="" type="checkbox"/>	Goal for next year.
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 checked="" type="checkbox"/>	Top priority for next year.

## 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.				
<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>			
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"/>	Used the dist. WBL teacher when needed.
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 checked="" type="checkbox"/>	One newsletter per month.
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 checked="" type="checkbox"/>	Regular updates of the website.
Increase # of activities and events after school, so that so that parents will have positive experiences at school with their child.	Sept. 2009 – May 2010	Site team and principal	Site team and principal	<input checked="" type="checkbox"/>	Priority for our Site Team this year.
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 checked="" type="checkbox"/>	Our Fall Open House went very well. Approximately 70% attend.
Schedule time to speak to community organizations and business.	Oct. 2009-June 2010	Principal	Principal and teachers	<input checked="" type="checkbox"/>	Students on KONP in Dec. On-going.

## 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>	
				<b>Yes</b>	<b>Comments</b>
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 checked="" type="checkbox"/>	Monthly meetings and new members.
Site team will recruit at least one additional parent, community member and student.	Sept. 2009-June 2010	Site-team	Principal and site team	<input checked="" type="checkbox"/>	We have one new parent and student.
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 checked="" type="checkbox"/>	We are still working on this plan.
Improved agendas for site team meetings; sent out in advance.	Sept. 2009-June 2010.	Principal	Principal and site team	<input checked="" type="checkbox"/>	Much better this year.