

Port Angeles School District

Lincoln High School



Continuous School Improvement Plan 2011-12

October 24, 2011

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 submit to the superintendent a preliminary revision of your draft by August 31, 2011.

The final plan is due to the superintendent by September 19, 2011. Schools will report progress on January 9, 2012, April 9, 2012, and finally for the year on June 25, 2012.

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 19, 2011.

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: Our vision, is to provide a safe and supportive environment where all students are encouraged and provided with multiple opportunities to learn and achieve graduation

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: Our mission is to maximize student success by providing a flexible, relevant, academic curriculum that fosters strong interpersonal relationships while balancing conceptual understanding with 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/HSPE DATA

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

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE Reading 10: % of students at each level									
Level 1:	10.0%	11.1%	0.0%	8.0%	0.0%	20%	0%	0.0%	0.0%
Level 2:	23.3%	7.4%	30.8%	16.0%	19.0%	13%	10%	11.1%	0.0%
Level 3:	16.7%	40.7%	30.8%	44.0%	42.9%	40%	30%	16.7%	10%
Level 4:	6.7%	18.5%	11.5%	28.0%	38.1%	20%	60%	72.2%	85%
WASL/HSPE Reading 10:% Meeting Standard:	28.0%	59.3%	42.3%	72.0%	81.0%	60%	90%	88.9%	95%
% Not Meeting Standard:	33.3%	40.7%	57.7%	28.0%	19.0%	40%	10%	11.1%	5.0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE Writing 10: % of students at each skill									
Conventions:	53.3%	75.0%	77.3%	78.3%	100%	92.1%	90%	83.3%	83.3%
Content, Organization, and Style:	6.3%	55.0%	72.7%	39.1%	80.0%	78.6%	90%	16.7%	88.9%
WASL/MSP Writing 10: % Meeting Standard:	19.2%	53.8%	61.3%	62.5%	86.4%	73.3%	90%	88.9%	88.9%
% Not Meeting Standard:	80.8%	46.2%	38.7%	37.5%	13.6%	26.7%	10%	11.1%	11.1%

WASL/HSPE/EOC DATA

Directions: Enter the scores on the MATH and SCIENCE sections of the WASL/HSPE/EOC.

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE/EOC Math 10: % of students at each level								EOC 1 6.3%	0.0
Level 1:	53.6%	60.0%	32.3%	83.3%	50%	71%	30%	EOC 2 0.0	0.0
Level 2:	3.6%	4.0%	29.0%	8.3%	11.1%	7%	25%	31.3%	25%
Level 3:	3.6%	8.0%	9.7%	4.2%	22.2%	7.7%	40%	0.0%	0.0
Level 4:	3.6%	8.0%	9.7%	4.2%	22.2%	7.7%	40%	25.0%	50%
	00.0%	0.0%	0.0%	0.0%	5.6%	0%	5%	33.3%	50%
								18.8%	25%
WASL/HSPE/EOC Math 10: % Meeting Standard:	3.6%	8.0%	9.7%	4.2%	27.8%	7.7%	60%	66.7%	50%
% Not Meeting Standard:	57.2%	92.0%	90.3%	95.8%	72.2%	92.3%	40%	43.8%	75%
								100%	100%
								56.3%	25%
								0%	0%

Analysis Tool/ Measurement Device	2005	2006	2007	2008	2009	2010	2011 Goal	2011	2012 Goal
WASL/HSPE/EOC Science 10: % of students at each level									
Level 1:	60.0%	52.2%	38.7%	62.5%	45.5%	60%	20%	22..2%	15%
Level 2:	8.0%	8.7%	19.4%	16.7%	0.0%	13%	30%	27.8%	15%
Level 3:	12.0%	0.0%	6.5%	8.3%	36.4%	14.3%	40%	33.3%	50%
Level 4:	0.0%	0.0%	00.0%	0.0%	0.0%	0%	10%	5.6%	20%
WASL/HSPE/EOC Science 10: % Meeting Standard:	0.0%	0.0%	6.5%	8.3%	36.4%	14.3%	50%	38.9%	70%
% Not Meeting Standard:	0.0%	0.0%	93.5%	91.7%	63.6%	85.7%	50%	61.1%	30%

Math EOC assessment data will be reported on page 17.

WASL/HSPE/EOC 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
2007	65.0%	60.0%	65.0%	75.0%	65.0 %	60.0%
2008	37.5%	75.0%	58.3%	58.3%	66.7%	79.2%
2009	75.0%	80.0%	80.0%	70.0%	85.0%	80.0%
2010	71.4%	50%	35.7%	Literary Text 28.6%	Informational Text 61.7%	
2011 Exp	85%	85%	85%	85%	85%	
2011	89.9%	94.4%	94.4%	Literary Text 83.3%	Informational Text 89.9%	94.4%
2012 Exp	100%	100%	100%	100%	100%	100%

Instructional Implications (including reference to applicable Action Plan): READ 180 will continue to serve those students that have not passed the reading HSPE. Implementing reading stem questioning strategies will still be a priority for staff as part of our Collaborative time, LID and professional development focus. Students who have been identified as our lowest readers will receive two periods of English each day. One day each week during advisory teachers will focus on reading literary text and using reading stem questioning strategies to increase students’ comprehension and critical thinking skills.

WASL/HSPE/EOC 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
2007	14.3%	28.6%	33.3%	33.3 %	0.0 %	28.6%	28.6%	9.5 %
2008	13.6%	18.2%	27.3%	40.9%	4.5%	4.5%	4.5%	18.2%
2009	46.7%	46.7%	53.3%	33.3%	46.7	20.0%	20.0%	
2010	8.3%	8.3%	8.3%	25%	8.3%	0%		
2011 Exp	40%	40%	40%	40%	40%	40%		
2011								
2012 Exp								

Instructional Implications (including reference to applicable Action Plan): Implementing a pacing calendar for algebra I, algebra II and geometry will be critical to making sure that all students have the necessary knowledge and skills to meet standard on the EOC exam in June. Scheduling content area specific classes will be a priority second semester. Algebra I students will be scheduled together, algebra II students and geometry students together to make sure they are receiving focused instruction that will prepare them to not only pass the EOC in June, but to earn credit towards graduation. Before school, during advisory and after school tutoring for those students identified as needing extra support.

WASL/HSPE/EOC 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		
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%		
2009 – State					
2009 – Lincoln	38.9%	33.3%	38.9%		
2010 – State					
2010 – Lincoln	15.4%	23.1%	15.4%		
2011 - State	51.2%	n/a	n/a	53.9%	47.4%
2011 – Lincoln	50%	n/a	n/a	50%	50%
2012 Exp	60%			60%	60%

Instructional Implications (including reference to applicable Action Plan): Implementing new biology curriculum will be the main focus this year. We will also align curriculum to OSPI standards, as well as, designing and implementing OSPI assessments. Classroom aligned assessments will also be designed to aid us in assessing our students and our curriculum.

WASL/HSPE/EOC 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						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp
Male	41.7 %	68.8 %	75.0%			90%	>10	7.7%	0.0%	18.2%			64.3%	65%
Female	42.9 %	n/a	N<10			100%	100%	12.5%	n/a	N<10			56.3%	65%

GENDER	GRADE 10 WRITING							GRADE 10 SCIENCE						
	2007	2008	2009	2010	2011 Exp	2011	2012 Exp	2007	2008	2009	2010	2011 Exp.	2011	2012 Exp
Male	61.5 %	53.3 %	84.6%			<10		7.7%	6.7%	38.5%			<10	40%
Female	58.8 %	n/a	N<10					5.6%	n/a	N<10			50%	40%

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					
	2010			2011			2010			2011		
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	11	85.0%	9	11	90%	10	11	60%	7	11	85%	9
American Indian	0	85.0%	n<10	1	90%	n<10	0	60%	n<10	1	85%	n<10
Asian/Pacific Islander	0	85.0%	n<10	0	90%	n<10	0	60%	n<10	0	85%	n<10
Black	0	85.0%	n<10	0	90%	n<10	0	60%	n<10	0	85%	n<10
Hispanic	2	85.0%	n<10	0	90%	n<10	2	60%	n<10	0	85%	n<10
White	9	85.0%	n<10	8	90%	n<10	9	60%	n<10	8	85%	n<10
Male	8	85.0%	n<10	4	90%	n<10	8	60%	n<10	4	85%	n<10
Female	3	85.0%	n<10	7	90%	n<10	3	60%	n<10	7	85%	n<10
Disabled	0	85.0%	n<10	3	90%	n<10	0	60%	n<10	3	85%	n<10
LEP	0	85.0%	n<10	0	90%	n<10	0	60%	n<10	0	85%	n<10
Low SES	7	85.0%	n<10	12	90%	11	7	60%	n<10	12	85%	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	2007	2009	2010	2011 Exp	2011	2012 Exp		2007	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	83%	68%	78%	90%	n/a		Frequent Monitoring of Teaching and Learning	65%	53%	46%	80%	n/a	
Effective School Leadership	89%	74%	83%	100%	n/a		Focused Professional Development	45%	45%	40%	80%	n/a	
High Standards & Expectations	70%	61%	66%	100%	n/a		Curric., Instruct., and Assess. Aligned with Standards	63%	$\frac{63\%}{73\%}$	80%	80%	n/a	
High Levels of Collaboration and Communication	68%	57%	67%	90%	n/a		High Levels of Community & Parent Involvement	62%	53%	54%	80%	n/a	
Supportive Learning Environment	80%	73%	79%	90%	n/a		Staff Willingness to Change	72%	68%	88%	90%	n/a	

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	2009	2010	2011 Exp	2011	2012 Exp	Category	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	75%		80%		80%	Frequent Monitoring of Teaching and Learning	75%		80%		80%
Effective School Leadership	85%		80%		80%	Focused Professional Development	n/a		80%		80%
High Standards & Expectations	92%		80%		80%	Curric., Instruct., and Assess. Aligned with Standards	85%		80%		80%
High Levels of Collaboration and Communication	80%		80%		80%	High Levels of Community & Parent Involvement	83%		80%		80%
Supportive Learning Environment	83%		80%		80%	Staff Willingness to Change	n/a		80%		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	2009	2010	2011 Exp	2011	2012 Exp	Category	2009	2010	2011 Exp	2011	2012 Exp
Clear & Shared Focus	87%	87%	90%		90%	Frequent Monitoring of Teaching and Learning	66%	78%	85%		90%
Effective School Leadership	76%	76%	85%		90%	Focused Professional Development	❖	❖	❖		90%
High Standards & Expectations	87%	92%	95%		90%	Curric., Instruct., and Assess. Aligned with Standards	❖	❖	❖		90%
High Levels of Collaboration and Communication	77%	81%	85%		90%	High Levels of Community & Parent Involvement	64%	59%	75%		90%
Supportive Learning Environment	75%	81%	90%		90%	Staff Willingness to Change	❖	❖	❖		90%

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2010-11					Expected Results for 2011-12				
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	56%	7		70%	9				
	10	62%	12		65%	10				
	11	56%	9			11				
12	68%	6			12					
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	41%	46%		40%	9				
	10	45%	49%		40%	10				
	11					11				
12					12					
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				40%	9				
	10				40%	10				
	11					11				
12					12					

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Summary Student Internal Accountability System Performance Data <i>(end-of-year data)</i>													
Internal Assessment Results for 2010-11(EOY)						Internal Assessment Results for 2011-12 (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	58.76	89.73%	3	0	0	0	9						
10	234.95	83.09%	5	0	0	3	10						
11	504.63	82.78%	0	0	0	9	11						
12	991.82	85.91%	0	0	0	2	12						

Instructional Implications (including reference to applicable Action Plan: 9th, 10th and 12th grade students' avg. daily attendance improve 3.0% from the 09-10 school year. 11th grade students' avg. daily attendance fell by 3.%. Court petitions fell by 8 and suspensions fell by 6. Staff will continue to use Why Try strategies with students during advisory, as well as, reviewing students' attendance and discipline as a staff weekly. Scheduling parent/student conferences for early enough to catch those students who are beginning to establish a pattern of missing school and not earning credit. Staff will create more opportunities to recognize students for their positive contributions to the learning environment, as well as, their positive attendance patterns.

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your grade level and which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary	
Attendance Report	Percent of students present per day (2010-11).	85.14%	
Unexcused Absences	Total number of absences not excused (2010-11).	1790.15	
Discipline Report	Summary of discipline activity for the building (2010-11).	Drugs/Alcohol: 3 Tobacco: 0 Weapons: 0 Fighting/Assaults: 0	Court Petitions: 14 Expulsions: 0 Short-term Suspensions: 3 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2010-11).	62.4%	
Gender Report	Number of male and female students as reported by the 2010-11 OSPI School Report Card	Males: 47.5% Females: 52.5%	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2010-11 OSPI School Report Card	American Indian or Alaskan Native: 8.3% Asian or Pacific Islander: Black: 2.6% Hispanic: 8.3% White: 69.2%	
Drop-Out Rate	Percent of students listed as drop-outs in the 2010-11 OSPI School Report Card	30.6%	
Cohort Graduation Rate	Rate of students beginning the 9th grade who successfully complete graduation in four years as reported in the 2010-11 OSPI School Report Card	24. %	
Staff Report	Staff demographic data as reported in the 2010-11 OSPI School Report Card	Headcount: 7 Overall Ratio: 1:18	Average Years of Exp: 9.2 Percent ≥ a Master’s Degree: 57.1%

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Review the specific subtests for the HSPE/EOC, 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 HSPE/EOC, 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
<p>88.9% of students met standard on the Reading HSPE in 2011; compared to 60% in 2010. No students scored in Level 1 on the Reading HSPE; compared to 20% in 2010. 72.2% of students scored in level 4 on the Reading HSPE; compared to 20% in 2010. The number of students who met standard on the Reading HSPE in 2011 rose 28.8% over those meeting standard in 2010. The percentage of students meeting standard in Literary Text in 2011 was 83.3%; compared to 35.7% in 2010. Percent of students meeting or exceeding the Strand Targets in Reading rose in every Strand area. 88.9% of students met standard on the Writing HSPE in 2011; compared to 73.3% in 2010. 88.9% of students met standard on the Purpose to Explain and COS strands in 2011; compared to 78.6% in 2010. 38.9% of students met standard on the science HSPE; compared to 14.3% in 2010. The percent of students who met standard on the science strands rose in all three areas by over 25%. 43.8% of students met standard on the Alg. 1 EOC exam; compared to 7.7% of students meeting standard on the 2010 math HSPE. 100% of students met standard on the EOC year 2 (geometry) in 2011. 24 students graduated from LHS in 2011.</p>	<p>83.3% of students met standard in conventions in writing in 2011; compared to 92.9% in 2010. 66.7% of students met standard in the strand, Purpose to Explain in 2011; compared to 71.4% in 2010. Find additional support for those 11th and 12th grade students who either have not taken the HSPE/EOC exams or who have not passed those assessments. Find additional resources and support for those students needing to make up credits to graduate and finish required high school graduation requirements such as their Senior Culminating Project. Increase the number of students taking the HSPE and EOC exams. Five periods of math offered per day. It will be a challenge to find ways to support those students in Algebra I, Algebra II, and Geometry who also need an extra math class to work on increasing basic skills, so that they are prepared to pass the EOC exams in June. Work with 9th and 10th grade students to begin making up credits now so they can graduate with their cohort. Increase the number of students graduating on-time from LHS by 10%. Improve biology curriculum, materials, and equipment to support EOC biology exam. Increase average daily attendance at all grade levels to 86%. Increase in parent and community involvement opportunities so that parents and community members are able to recognize where they might be able to support students and staff.</p>

STRATEGIC GOALS FOR 2011-12

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

GOAL	
GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.

STRATEGIC OBJECTIVES FOR 2011-12

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	Create a culture of trust among staff, students, and community.
Objective 1.2	Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
Objective 1.3	Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
Objective 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

PART 5: STRATEGIC OBJECTIVES

Objective 2.2	All students will receive the necessary support to successfully matriculate through the system.
Objective 2.3	Reinstate all day kindergarten as soon as fiscally sustainable.
Objective 3.1	Create a more efficient and equitable resource distribution system.
Objective 3.2	Create an infrastructure that supports student learning.
Objective 4.1	Create a data-driven adaptable education system.
Objective 5.1	Leverage community resources and expertise to further the education of all students.

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%.

DATA ANALYSIS	Currently, our School Report Card data shows we have an 80.2% cohort graduation rate.				
STRATEGY	We will lead parent, student conferences for the purpose of addressing student achievement goals and the barriers to reaching these for individual students.				
EVIDENCE OF ACHIEVEMENT	We will increase our cohort graduation rate to 82.2% by spring 2004.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
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	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE 1.1	Create a culture of trust among staff, students, and community.

DATA ANALYSIS	50% of staff “trust” that their colleagues welcome new and innovative ideas, however, 90% of staff believes they welcome new and innovative ideas.				
STRATEGY	Staff members will identify a plan that will reduce barriers to establishing collegial trust.				
EVIDENCE OF ACHIEVEMENT	By 2012, EES survey data, 75% of staff “trust” that their colleagues welcome new and innovative ideas.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Identify barriers to collegial trust.	Oct. 2011	C. Crumb	All staff	<input type="checkbox"/>	
Review and prioritize staff suggestions and identify three actions for this year’s focus.	Oct. 2011	C. Crumb	All staff	<input type="checkbox"/>	
Integrate activities that promote trust among staff during Collaborative time, LID and goal setting conferences.	Oct. 2011-June 2012	C. Crumb	All staff	<input type="checkbox"/>	
Survey staff, students, and parents regarding “trust” and review survey results with staff, students and site team, then make adjustments.	April 2012	C. Crumb	All staff	<input type="checkbox"/>	

ACTION PLAN

GOAL 1 **Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

OBJECTIVE 1.2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.

DATA ANALYSIS	2010 EES data showed that 67% of staff, felt that LHS had high levels of collaboration and communication.				
STRATEGY	Principal will support high levels of collaboration/communication among staff.				
EVIDENCE OF ACHIEVEMENT	By 2012, staff survey data, 80% of staff will feel positive about high levels of collaboration/communication				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Conduct goal-setting conferences with all staff members with opportunities for professional development in areas of instructional practice.	Sept. 2011- June 2012	C. Crumb	C. Crumb and all staff	<input type="checkbox"/>	
Provide weekly opportunities for staff to give input into collaboration calendar opportunities and Late Start agenda.	Sept. 2011-June 2012	C. Crumb	C. Crumb and all staff	<input type="checkbox"/>	Q
Give students a voice through ASB/leadership in which to communicate their ideas for a better school.	Monthly through Sept. 2011-June 2012	C. Crumb	C. Crumb and all staff	<input type="checkbox"/>	
Survey parents and students to find out ways to strengthen trust among parents and students.	Sept. 2011-June 2012	C. Crumb and all staff	C. Crumb, Site team, all staff		

ACTION PLAN

GOAL 1 **Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

OBJECTIVE 1.3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.

DATA ANALYSIS	25% of students are involved in extracurricular activities at LHS.				
STRATEGY	LHS staff will support extracurricular activities through encouragement/involvement of student activities.				
EVIDENCE OF ACHIEVEMENT	50% of students will be involved in extracurricular activities by June of 2012.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Weekly leadership meetings and twice monthly ASB meetings to plan and organize student activities.	Sept. 2011 – June 2012	C. Crumb	ASB/Leadership group, Site Team	<input type="checkbox"/>	
Weekly advisory time devoted to students' involvement in ASB/Leadership activities.	Sept. 2011-June 2012	ASB student leaders	ASB student leaders, Site Team and all staff	<input type="checkbox"/>	
Seek input from Site team and community groups regarding opportunities for student extra curricular activities.	Oct. 2011-June 2012	C. Crumb	ASB/Leadership group, Site Team, and all staff.	<input type="checkbox"/>	
Recognize students for ASB/Leadership involvement; both at LHS and in the community and school district.	Oct. 2011-June 2012	All staff	All staff and Site Team		

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	2011 HSPE, 83.3% students met standard in Literary Text.				
STRATEGY	Teachers will focus on reading strategies that will increase the number of students making standard in Literary text.				
EVIDENCE OF ACHIEVEMENT	HSPE Literary scores will increase from 83.3% to 90%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Collaborative time will continue to focus teachers on how to better use Reading Stem Questions with Literary Text.	Sept. 2011-June 2012	C. Crumb and all staff	C. Crumb and all staff	<input type="checkbox"/>	
Teachers will use Reading Stem Questions to improve existing assignments and assessments, as well as using them in classroom discussions.	Sept. 2011-June 2012	C. Crumb and all staff	C. Crumb and all staff	<input type="checkbox"/>	
Increasing students' literary vocabulary will be a focus of collaborative time. A plan will be designed that will describe how teachers will incorporate this into their content areas and advisory.	Sept. 2011-June 2012	C. Crumb and all staff	C. Crumb and all staff	<input type="checkbox"/>	
SSR time has been increased to 35 minutes every Monday, during advisory and will include questioning techniques used by teachers to increase comprehension strategies.	Sept. 2011- June 2012	All staff	All staff	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	66.7% of students met standard in Purpose to Explain.				
STRATEGY	Design writing strategies to be used across all content areas that would reinforce students' skills when writing for Purpose to Explain.				
EVIDENCE OF ACHIEVEMENT	Increase % of students meeting standard in this sub area from 66.7% to 85%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Build a school-wide writing calendar to be used in all content areas to inform our writing focus.	Sept. 2011-June 2012	C. Crumb and all staff	C. Crumb and all staff	<input type="checkbox"/>	
Teachers will design a common writing rubric to be used across all content areas for student written work.	Oct. 2011-Dec. 2012	All staff	C. Crumb and all staff	<input type="checkbox"/>	
Review student writing samples as a staff in order to increase staff awareness of students' strengths and weaknesses. Teachers will use this information to inform writing assignments and assessments.	Nov. 2011- May 2012	All staff	C. Crumb and all staff	<input type="checkbox"/>	

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	56.3% of students made standard on EOC Algebra I exam.				
STRATEGY	Increase intentionality and accountability of all staff regarding the integration of Algebra I strands into all content areas.				
EVIDENCE OF ACHIEVEMENT	% of students making standard in Algebra I will increase by 15%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Math pacing calendar will help teachers incorporate math strands into their curriculum.	Oct. 2011-June 2012	All staff	All staff and C. Crumb	<input type="checkbox"/>	
Provide staff training for the math strands during Wednesday morning collaborative time for use in Advisory/content areas.	Oct. 2011-April 2012	Math teacher	Math teacher and C. Crumb	<input type="checkbox"/>	
Adjust curriculum based on results from the comprehensive exams in Algebra I, Geometry, and Algebra II.	Sept. 2011-May 2012	Math teacher	Math teacher and C. Crumb	<input type="checkbox"/>	
Review and revise mini-assessments and benchmark assessments for Algebra I and Geometry.	Oct. 2011-April 2012	Math teacher	Math teacher and C. Crumb		

ACTION PLAN

GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE 2.1	All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.

DATA ANALYSIS	50% of students made standard on the science HSPE				
STRATEGY	Use assessment data, curriculum and focused instruction to increase the number of students meeting standard on the Biology EOC exam.				
EVIDENCE OF ACHIEVEMENT	Number of students achieving standard on the Biology EOC exam will increase by 15%.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Use OSPI test and item specs document to align pilot curriculum to state standards.	9/2011-2/2012	C. Carlson	C. Carlson and C. Crumb	<input type="checkbox"/>	
Use OSPI template testing formats for students' assessments, so students are familiar with format.	9/2011-4/2012	C. Carlson	C. Carlson and C. Crumb	<input type="checkbox"/>	
Science teacher will attend Elwha Symposium in an effort to align/current science/standards/and local application of science to classroom work.	Sept. 15 and 16, 2011	C. Carlson	C. Carlson, staff and C. Crumb	<input type="checkbox"/>	
Create sustainable lab/science materials for both integrated science and biology classes.	9/2011-6/2012	C. Carlson	C. Carlson and C. Crumb	<input type="checkbox"/>	
Science teacher will attend OSPI SALT events to be as current as possible on BIO EOC (no cost to district/building).	9/2011-6/2012	C. Carlson	C. Carlson and C. Crumb	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	11.1% of 10 th grade students did not meet standard on the Reading HSPE.				
STRATEGY	School-wide instructional and assessment strategies used by teachers, to increase critical thinking skills in both literary and informational text.				
EVIDENCE OF ACHIEVEMENT	95% of students meeting standard in Reading.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
READ 180 program will expand and incorporate GLE’s into the curriculum. This will enable more students to receive support.	Sept. 2011- June 2012	READ 180 teacher	C. Crumb	<input type="checkbox"/>	
State, district and teacher driven assessment data will be used to increase teacher strategies, as well as, design interventions for identified students.	Sept. 2011-June 2012	English teachers	C. Crumb	<input type="checkbox"/>	
Reading pacing calendar will be a focus during collaborative time to use with all teachers. This will enable them to reinforce critical thinking skills into lesson plans and assessments.	Sept. 2011- June 2012	English teachers	C. Crumb	<input type="checkbox"/>	
Develop and use informational text reading stems in areas of social studies, science, and math to support reading comprehension and critical thinking.	Oct. 2011- May 2012	English teachers	C. Crumb	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	Currently 88.9% of students meet standard in writing.				
STRATEGY	Teachers will focus on writing through the use of our school-wide writing rubrics to maintain and remediate students not meeting standard on both internal and external writing assessments.				
EVIDENCE OF ACHIEVEMENT	95% of students will meet standard in writing on the 2012 HSPE.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Monitor and maintain a school-wide writing focus.	Oct. 2011- June 2012	English teachers	C. Crumb	<input type="checkbox"/>	
Distribute Instructional writing focus during collaborative time to all staff weekly. Allow for staff to collaborative on instructional strategies to use in content areas and advisory.	Oct. 2011-June 2012	English teachers	C. Crumb	<input type="checkbox"/>	
Administer district benchmark assessments and use data to adjust lessons and instructional focus based on student results.	Nov. 2011 January 2012	English teachers	C. Crumb	<input type="checkbox"/>	
Conduct “test talk” with identified 10 th , 11 th and 12 th grade students.	Jan. 2012 –March 2012	English teachers and principal	C. Crumb	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	56.3 % of students did not meet standard on the EOC Algebra I exam.				
STRATEGY	Focus on HSPE math process skills and integrate into advisory classes.				
EVIDENCE OF ACHIEVEMENT	60% of 10 th grade students will meet standard on the Algebra I EOC exam in June of 2012.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Review and revise mini-assessments and benchmark assessments to better serve students who are in need of support.	Sept. 2011 – June 2012	Math teacher	C. Crumb	<input type="checkbox"/>	
Place identified students in LAP math courses to focus on HSPE-based skills and processes.	Oct. 2011 – June 2012	Math teacher and principal	C. Crumb	<input type="checkbox"/>	
Assign students after school tutoring, Saturday academic support or advisory for additional support.	Sept. 2011-June 2012	Math teacher and principal	C. Crumb	<input type="checkbox"/>	
Math “test talks” with all EOC students.	April 2012 – June 2012	Math teacher and principal	C. Crumb	<input type="checkbox"/>	

ACTION PLAN

GOAL 2 **Student Achievement:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

OBJECTIVE 2.2 All students will receive the necessary support to successfully matriculate through the system.

DATA ANALYSIS	61.1% of students did not meet standard on the Science HSPE.				
STRATEGY	Continue to improve the instructional delivery of our Biology curriculum.				
EVIDENCE OF ACHIEVEMENT	65% of students will meet standard on the Biology EOC exam, in 2012.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
Monitor and maintain building-wide grade 9 and grade 10 science calendar through monthly meetings with science teacher.	Oct. 2011-May 2012	Science teacher	C. Crumb	<input type="checkbox"/>	
Analyze 10 th grade mini-assessments and benchmark data to adjust curriculum based on student results.	Oct. 2011-May 2012	Science teacher	C. Crumb	<input type="checkbox"/>	
Science teacher will administer HSPE like biology assessments for all 10 th graders.	Sept. 2011-May 2012	Science teacher	C. Crumb	<input type="checkbox"/>	
“Test Talks” for all biology EOC students.	January 2012-March 2012	Science teacher and principal	C. Crumb	<input type="checkbox"/>	

ACTION PLAN

GOAL 5 **Community:** To have community support for the value of education in the midst of community changes and to have education as the Priority in the Port Angeles Community.

OBJECTIVE 5.1: Leverage community resources and expertise to further the education of all students.

DATA ANALYSIS	Community and parent resources not fully utilized at Lincoln High School.				
STRATEGY	Improve communication with community groups and parents.				
EVIDENCE OF ACHIEVEMENT	High levels of community and parents involvement as evidenced by 2012 EES data.				
ACTION	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Work to improve School Web page.	Sept. 2011-June 2012	C. Crumb	Site Team	<input type="checkbox"/>	
Ask to speak and present at local community service and business groups in order to gain support for LHS students and activities.	Sept. 2011-June 2012	C. Crumb	Site Team	<input type="checkbox"/>	
Improve circulation of School Newsletter to include community groups and businesses.	Sept. 2011-June 2012	C. Crumb	Site Team	<input type="checkbox"/>	
Design more opportunities for community groups and parents to become involved at LHS.	Sept. 2011-June 2012	C. Crumb	Site Team	<input type="checkbox"/>	
Design opportunities for students to “job shadow” community members.	Oct. 2011-May 2012	C. Crumb	Site Team		

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.

It will be critical that we make sure students are scheduled into the appropriate content area math class, as well as getting the remedial help they need to understand and master the algebra and geometry curriculum. We will follow the math pacing calendar for both algebra and geometry, making sure all students understand the concepts necessary to meet standard on the EOC exam in June. With only five sections of math offered each day and with the increasing number of students needing both math instruction and remediation at the same time, it is a challenge to build a master calendar that allows for this to happen. Before school, lunchtime, and after school tutoring will also be available to students who need extra support. The Black Tie organization and other community resources will be identified and utilized so that tutoring is available for students. Second semester, content area specific math classes will be part of the master schedule. All students will be scheduled into a class that is specific to that EOC exam in June. All staff will teach math vocabulary in their advisory and whenever possible in their content areas. Supporting the math pacing calendar will be a focus of our Collaborative Time this school year.

Making the most of READ 180 and making sure students who need the extra support in reading and writing are scheduled into two English classes is important. Classroom, district and state assessments will be used to improve our reading and writing curriculum and instruction. Identified students will also be scheduled into a specific advisory designed to provide extra support in reading and writing. We will continue to find ways to use Reading Stem Questioning Strategies in all content areas by making this a focus of our collaborative time and teacher professional development. As a staff we will look at student writing assignments and written work in order to improve instructional strategies and also design a school-wide writing rubric to be used in all content areas.

Enrichment opportunities for students will still be available in the form of online courses and content area specific contracts. Whenever possible students who can benefit from Running Start classes, Port Angeles High School and skills center classes will be encouraged and supported when accessing those options. We are a small school with a small staff it is a challenge to make both remediation and enrichment classes happen during a 6 period day. We will continue to utilize community and district resources to better support all of our students.

In the end, it's about helping students graduate from high school. We will continue to work towards helping students recover credits, take extra classes, and complete state graduation requirements and pass state assessments.

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, page 36.	Teachers Included in Assessment Decisions (8): See CSIP, Goal 2, pages 25-32.
School-wide Reform Strategies (2): See CSIP, Continuous School Improvement Plan Summary, page 38.	Strategies to Increase Parent Involvement (6): See CSIP Goal 5, Objective 5.1 Action Plan(s).	Provide Assistance to Students Experiencing Difficulty (9): See CSIP page 37, 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 2211-2012. 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 paraeducators 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): Staff meets daily during common planning time and collaborative time on Wednesday mornings to discuss students who are struggling, curriculum, instruction, and methods to assist students to be successful from one level to the next. The Student Assistance Team, with representatives from both across content areas, meets twice a month to discuss students who are struggling and research interventions to improve student learning for each student.		
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.		
Funding Source	Amount	How Funds Support SWP
State LAP	\$0,000	
Fed. Dept. of Ed	\$0,000	
Title IA	\$0,000	
Title IIA	\$0,000	
Title IIB	\$0,000	
Title IV	\$0,000	
BEA	\$0,000	
Other	\$0,000	

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"/>
\$600	Elwha River Symposium	Three teachers will attend the two-day Elwha River Symposium on Sept. 15 th and 16 th . Those three teachers are Deb Volturno, who teaches math, Coco Carlson who teaches science and Susan MacDonald who teaches environmental science.	<input checked="" type="checkbox"/>
\$400	Reading Comprehension Strategies	All staff	<input type="checkbox"/>
0	District LID activities	All staff	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

\$ 1000

School Staff Development Allocation

✓ Source: School Budget Allocation

TECHNOLOGY SUMMARY

3-YEAR BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN						
Name of School: Lincoln				Grades (Example: Elem / MS / HS): HS		
School Improvement Goal (taken from your building's School Improvement Plan): 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						
Technology and Learning Strategy: Implement technology tools that enhance instruction and provide learning opportunities for students						
Rationale (Research): 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
Year 1: 2007-2008	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
Year 2: 2008-2009	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.
Year 3: 2009-2010	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’s CSIP will continue to focus school-wide efforts on increasing the number of students making standard on the HSPE/EOC exams, earning credit and graduating from high school. Our main academic focus will be in the areas of reading and math. Three Wednesdays a month will be spent looking at effective instructional strategies, assessments, vocabulary, and looking at student work and classroom assignments. Teachers will continue to develop and revise assignments to reflect our focus on Reading Stem Questioning techniques. Math vocabulary will also be a focus for collaborative time. We will continue to use state, district and classroom assessments to improve instructional strategies, as well as, providing the support needed for students. Building our science dept. is another priority, as well as, aligning the biology curriculum to OSPI standards and assessments.

Increasing the number of students who graduate and graduate with their cohort is another focus. We will begin to work with students who are behind in credits earlier; so that they might still graduate with their class.

Building “trust” among staff, students and parents will be threaded through everything we do. We will survey result and the expertise of our Site Team to study the results and design a plan to address needs.

We do not have extra curricula activities such as clubs and sports; however we can work to increase the number of students who participate in ASB/Leadership. We can also increase the number of community service and community projects available to students at LHS.

Re-evaluating our site team, its role and how the team can positively affect student learning is another major emphasis this school year. All members of the learning community will be presented, regularly scheduled monthly meetings, clear agendas, and a clear purpose will be our mission and standards by which we will hold ourselves accountable.

Reading Objectives	Increase number of students meeting standard to 90%.	Target students reading below grade level by offering READ 180 and tutoring.	Reading Stem Questioning strategies incorporated into all content areas.
Writing Objectives	Increase number of students meeting standard to 90%.	Collaborative time to look at student writing samples; plan instructional strategies.	School-wide writing rubric to be used in all content areas.
Math Objectives	Increase number of students meeting standard to 60%	Continue to align alg. Gem. Curriculum to EOC exams.	Two math classes for identified students.
Science Objectives	Increase number of students meeting standard to 60%.	Align biology curriculum and classroom assessments to OSPI standards.	Offer one science elective per semester for 11th and 12 th graders.

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	Susan Hilgren	
Community	Linda Kaas	
Native American Interventionist	Jessica Elofson	
Parent	Kristi Knittle	
Teacher		
Teacher		
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.