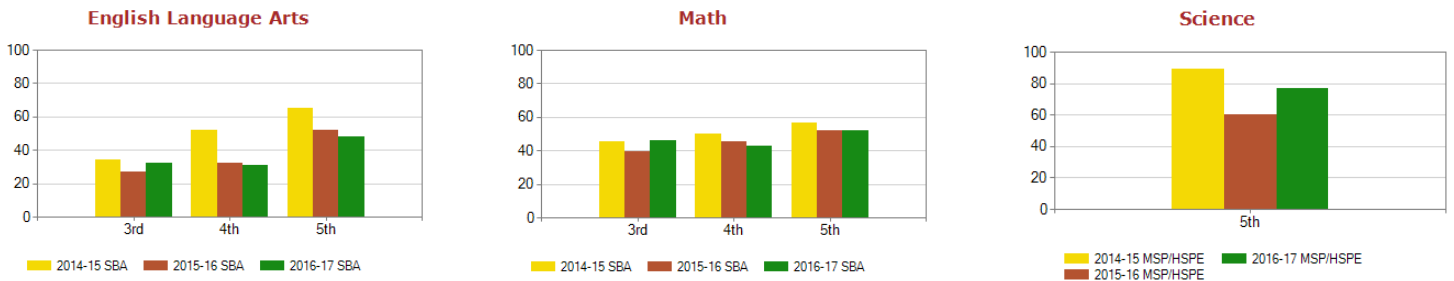


2017-2018

Lincoln Elementary School Improvement Plan

Enrollment	284
Free/Reduced Lunch	23.2%
Special Services	20.1%
English Language Learners	1.8%
Unexcused Absence Rate	0.4%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- Teachers will communicate with families about Habits of Mind to teach about these skills and how they are used in the classroom.
- Teachers will connect with all families in a personal and positive way in September during class potlucks and class meetings, and Kindergarten families through WaKIDS.
- Teachers will send a weekly newsletter that includes curriculum/academic news.
- Math teachers will send weekly information to all Math Migration student families or to the student's regular teacher.
- A monthly newsletter will be sent to families to inform them of school- wide news and events.
- Our Options Community Council will provide multiple family education nights, including at least one on assessment.
- Conferences in the fall are used for families and students to set goals for the year.
- Weekly school-wide bulletin

Safety Goals:

All staff will wear District ID badges in our school on a daily basis.

- Use safety locks on classroom doors.
- Reinforce that all children are to be picked up in the office or at the classroom by a designated adult.
- Emergency drills are scheduled in the year-long calendar.
- Staff will have a Level 2 Emergency Drill once this year.
- Ensure all visitors and volunteers in the building sign in at the office and wear a name badge.

Achievement Goals:

ELA

- Inspire in all students a love of reading & writing.
- Staff will continue to implement Lucy Calkins' Units of Study Curricula for reading & writing instruction.
- Staff will administer running record assessments to all students twice per year.
- Administer DIBELS reading assessments 3 times per year at all grade levels.
- In the fall, identify students who need strategic reading support and use Read Naturally and Headsprout, administered by Washington Reading Corps.
- Continue to support speaking & listening skills through morning meeting, Math talks, and assembly presentations.
- Primary teachers will continue to use phonics instruction and look forward to purchasing and implementing the Phonics Units of Study in Spring.
- Increase instruction and time reading non-fiction texts.
- Integrate Habits of Mind to meet the needs of all students.
- As per Lucy Calkins, build writing stamina by increasing volume throughout the year.
- Increase students' awareness and practice of the three modes of writing - Informational, Narrative, and Opinion.
- By April, 2018, students in second grade will advance to at least one level in reading as measured by Lucy Calkins Running Records and Benchmark assessments.
- By April 2018, students identified as "strategic" receiving support from the WRC in reading will improve basic reading skills from 50% students to 25% students as measured by spring DIBELS and Core Phonics Reading Assessment.

ELA SPED

- Ensure all GenEd teachers have access to the COW to support ELA learning.
- Increase reading fluency instruction using Read Naturally.
- Include SpEd students in GenEd lessons & read-aloud whenever possible.

ELA POVERTY

- Provide after school tutoring opportunities for students in poverty.
- Washington Reading Corps members will provide reading interventions.
- Increase direct instruction around vocabulary.
- Provide support for students and families who need extra time with homework and projects

MATH

- Administer CGA to Kindergarten and 1st grade students in January and mid-May.
- Teach mathematical practices that strengthen math fact fluency using Bridges and other District resources.
- Provide after school math support to struggling 4th and 5th graders.
- Teachers will provide pre and post Bridges assessment data to the principal for each unit (grades 2-5).
- Use manipulatives to develop mathematical thinking and expression.
- Continue to use strategies for student discourse.
- Foster the love of Math through increased real life, Project-Based applications.
- By April, 2018, 85% of students will be meeting standard in math as measured by Pre and Post unit assessments and Bridges Number Corner Assessments.

MATH SPED

- Include SpEd students in GenEd curriculum whenever possible.
- Use Bridges intervention curriculum to supplement and support classroom instruction.
- Utilize Connecting Math Concepts curriculum

MATH POVERTY

- Provide directions in multiple ways to support diverse learning styles.
- Increase direct instruction around vocabulary.

SCIENCE

- Use wetland, native garden & garden to foster a sense of wonderment and awe about the natural world.
- Use inquiry and hands-on experiences to engage in science and engineering practices.
- Integrate Habits of Mind into Science education.
- Model thinking skills in the context of science: Observation, Compare and Contrast, Analyze, and Inquiry.
- Increase opportunities for data collection, measurement, and analysis.
- Hold a science fair requiring all 5th grade students to participate and encourage K-4 student participation.
- Incorporate Next Generation Science Standards into the science program.
- Administer Science assessment in the spring to 5th Graders.

SCIENCE SPED

- Differentiate to meet students' needs.
- Provide hands-on experiences in which all students can participate.
- Create intentional heterogeneous pairs to support engagement.

SCIENCE POVERTY

- Identify and support families who need assistance with science fair projects

Professional Growth Goals:

- Staff Development offered at Lincoln Options will be connected to the SIP and the 3-5 year plan.
- Use Early Release to support teacher collaboration.
- Use weekly Student Support team meetings and Special Education team meetings to analyze student data and problem solve collaboratively.
- Provide 3 hours of staff development around Reading & Writing Units of Study.
- Continue Studio Days once this year, with a teacher-selected focus.
- Continue staff development around diversity, Habits of Mind, Project-Based Learning, and Developmental Learning Continuums.
- Once every 3 weeks multi-level teams collaborate for 40 minutes after assembly.

PBIS or Social Emotional Goals:

- Train all teachers in Responsive Classroom & Glasser as soon as possible, to support common language and practices.
- Use problem-solving practices intentionally through Glasser's Choice Theory.
- Intentional instruction and support in social emotional skill development.
- Focus on kind and appropriate behaviors.
- Recognize and respond when students are "doing the right thing."
- Yearly retreat will include a section on Social Emotional Strategies tied to Responsive Classroom.

Strengths:

- School-wide theme supports project-based learning, curiosity and creativity, and the uniqueness of children.
- School-wide Theme Night features project-based learning and continues to be well attended.
- Focused instruction on Habits of Mind with integration into Project-Based Learning & School-wide Theme.
- Use of common language and practices through Responsive Classroom.
- Science fair is highly attended and all 5th grade students participate.
- Weekly assemblies feature student involvement, learning, music, and community building. These continue to be well-attended by families and visitors from the community.
- Celebrations of our well-established traditions are cherished and popular with families and students.
- High level of family volunteer participation.
- All staff attend a two day retreat designed to strengthen our common understanding of the Options philosophy, goals, and practices.
- Meaningful Staff Development builds upon the work begun at our staff retreat around philosophy, goals and practices.
- Continued implementation of a 3-5 year guiding plan to support Options philosophy through staff development

- collaboration and staff meetings.
- Options Community Council developed the Options Design for Learning IV. The Council supports the staff, students, community and Options philosophy.
- We value the whole child.
- Large number of Work Study Student supporting teachers and classrooms.

Opportunities For School Growth:

- Continue as an alternative program that maintains the integrity of our Options educational philosophy.
- Continued need for advocacy to maintain our alternative program and our role within the district.
- Influx of new teachers requires intensive time commitment to teach and learn the culture and philosophy of the school.
- Proactively planning alternative curriculum activities for students who opt out of testing.
- High percentage of students with special needs.
- Streamline to integrate WaKIDS.
- Continue to use Units of Study in Reading and Writing with District support.
- Team collaboration to identify overlapping areas in Reading and Writing Units of Study.
- Implement standards for mathematical practices in all grades.

Participation requirement statement:

The Lincoln Elementary school improvement plan was updated November 15, 2017. Our plan now addresses the following as the factors contributing to not meeting the 95% participation rate requirements:

- There are parents in the Olympia community who refuse to have their children take the state exams.

Our school improvement plan now includes the following actions to improve student participation rates on the state assessments:

- We will continue to have conversations with parents to educate them about the Smarter Balanced Assessments.
- We work with our school staff to provide information for parents about the benefits of taking the state assessments.
- We will post information about the assessments on our website.