

Comprehensive Progress Report

Mission: All students will graduate college and career ready!!!

Vision:

Goals:



! = Past Due Actions

KEY = Key Indicator

Core Function:		Student and School Success Principle 1: Strong leadership			
Effective Practice:		Principal's role			
KEY	P1-IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal will focus on academic student growth following the TPEP instructional model. The principal will meet monthly with all teachers to review student assessment data, curriculum, and instructional strategies. On going priority for the 2017-18school year. Monthly meetings will be held with all teachers to provide support towards individual teacher goals. This goal will be carried over into next year.	Limited Development 10/22/2012		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		October 13, 2017. The principal will to meet with all teachers to set student academic growth goals based on the TPEP and Danielson's model. Monthly meetings with teachers to review, revise and update assessment data will be a focus of these meetings. Assessment data will be used with individual teachers to develop individual teacher professional development plans,help teachers with a variety of different teaching strategies, and formulate RTI strategies to help individual students pass classes and state assessments, and earn credits toward graduation. We will measure the success by the increase in the graduation rate.		Cindy Crumb	06/08/2018
Action(s)	Created Date		4 of 5 (80%)		
1	10/30/13	October 20, 2016 principal has met this objective for the first tri semester. Principal will meet with every teacher to set student growth and professional development goals by November 1, 2016.	Complete 06/01/2017	Cindy Crumb	06/01/2017
		<i>Notes:</i> Principal will meet three times each year with every teacher in order to review and support teachers goals that were developed at the initial goal setting conference. 2/28/17 have finished round two of teacher goal setting meetings			

2	10/30/13	<p>If the principal and teachers use assessment data as well as demographic, attendance, discipline and CEE survey data, starting in August to track students success towards graduation it will help plan interventions and support for students who are in need of extra support for credit recovery; resulting in a higher graduation rate.</p> <p>6/8/18 if the principal and staff continue to use data to support students at LHS graduation will increase. Twice per month during Wednesday Late Start principal and teachers will look at assessment, credits, attendance, grades in order to provide more support and will hopefully shorten the time it takes to plan interventions for students in order for them to graduate on time.</p>		Cindy Crumb	06/08/2018
<p><i>Notes:</i> Principal will meet with district testing administration in order to clearly understand the district assessment calendar in order to communicate to teachers, students and parents.</p> <p>I have developed a graduation tracking spread sheet to assist me and my staff in helping students and parents understand what each student needs in order to graduate from high school. I have been working with our district assessment coordinator and have a final assessment calendar that I will be given to staff, students and parents. I have uploaded the assessment calendar into principal 1. As a Lincoln staff we used the following data to: inform instruction, provide support for students, and write graduation plans. This goal will be carried over for next year.</p> <p>2/28/17 principal and teachers are using Late Start Wednesdays and teacher conference for goal setting around student data.</p> <p>6/1/2017 principal and teachers are continuing to use data for goal setting, school-wide PBIS, and state assessments.</p> <p>October 13, 2017 We have implemented a weekly/monthly incentive program for students to improve attendance. This month we had 19 out of 65 students achieve perfect attendance during the month of September. 30% increase in attendance during the first month of school.</p>					
3	10/30/13	Principal will meet with teachers to review assessment data in order to determine what extra support is required for students to make progress towards graduation.	Complete 06/06/2014	Cindy Crumb	06/06/2014

Notes: Teachers will meet regularly to review student data in order to be support students as well as track progress towards graduation. So far this school year we have looked at reading, writing, math benchmarks, DRP, classroom assessments, HSPE and EOC assessments, as well as, discipline, attendance and free and reduced numbers. We continue to look at data in a way that can increase student success and achievement. This practice will be continued during the 2015-16 school year and I will meet every other month with teachers to determine support needs for students.

4

9/12/14

The principal and the school team will use data to improve classroom instruction, school climate and culture and set student growth goals. School Success coach will provide professional development to the school leadership team that will give them the tools to use achievement and other data to improve instruction and school climate and culture. Professional development will for leadership team will be scheduled monthly throughout the school year starting in October of 2015 and ending in June of 2016.

Complete 06/01/2017

Cindy Crumb

06/16/2017

Notes: On September 12th the principal met with the leadership coach and discussed professional development opportunities for staff at Lincoln. In this discussion it was decided that the coach would provide professional development with staff around using data and how to incorporate PBIS, tier 1 into the school culture. We have picked October 3, 2014 as our first professional development opportunities. We would like to set-up monthly PD opportunities for staff around PBIS and how to data to improve student learning. On January 20, 21, 22 staff met from 1:00-3:00 with our instructional coach Ann Renker to learn how to incorporate student data into our PBIS school-wide plan. On December 10, 2014, Ann Renker provided professional development to staff at a late start Wednesday meeting, introducing them to the PBIS system. On January 23, 2015 she provided another opportunity for staff to look at state assessment data and CEE student data in order for them to begin to develop strategies that would improve student achievement and raise graduation rates. Lincoln teachers began a 6-week book study on February 12, 2015. How Children Succeed by Paul Tough is the book that we choose; based on recommendations from our coach, Ann Renker. I've uploaded a brief description of the book and also teachers' comments and reflections after reading the first two chapters. A survey to staff using Survey Monkey, was sent on February 27, 2015. I've uploaded a copy of the survey into principal 1. The survey consists of 4 questions that apply to a school-wide behavior system. This data will be used with staff to

design our PBIS system. February 4th, Ann Renker provided professional development to staff as a continuation of the data conversations we have had in December and January. One Wednesday in April and one Wednesday in May was spent with staff and our OSPI coach, going through both the PBIS Tier 1 and Tier 2 assessment survey. This assessment allowed staff to have meaningful conversations regarding what is in place at Lincoln High School for our Tier 1 and Tier 2 students. Staff was able to identify strengths and weaknesses regarding our policies and procedures presently in place for improving student behavior and academic performance. Principal is conducting end-of-year conferences with teachers to assess their student growth goal, as well as discussing professional development plans around PBIS and student achievement for the 2015-2016 school year. Achievement data that will continue to be collected and used to improve instruction, climate and culture, as well as set student growth goals will start in August and continue through June of 2016. Our PBIS efforts did not take hold this year as we had hoped and planned. With the help of our focus school coach and OSPI, we were given 5 days of professional development to train our PBIS team. We meet for two and half days with our coach. The team consisted of four students, classified, and certified. We were unable to get parents to serve on the team. We will resume meeting in August to plan for the 2016-2017 school year.

2/28/17 PBIS team has met monthly with the OSSS coaches and are finishing up Tier 1 and have begun Tier 2 work.

6/1/2017 PBIS team will continue to meet during the 2017-2018 school year. We have been given the ability to use an OSPI PBIS coach again next year to assist staff in the work that needs to be done on Tier 2 and Tier 3 students.

5	10/30/15	If the principal works with the district administration to develop a system for students and families, as well as, district staff that will outline procedures and polices regarding Alternative Education and the placement of students it will increase the number of students who participate at Lincoln High School and resulting in an increase in the number of students who graduate.	Complete 06/01/2017	Cindy Crumb	08/31/2017
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Notes: Presently, when students in the Port Angeles School District want to take classes online they are linked to Lincoln High School. These students are never asked to meet with the principal of Lincoln to learn more about what online learning entails and the policies and procedures associated with online learning. If these students don't pass their classes or drop out it effects Lincoln High School graduation rate. This should eliminate confusion and miscommunication surrounding online learning and the options available in our district for high school students. Also, this should help Lincoln graduation rate increase. This did not happen with district administration. Lincoln High School did open up the lines of communication with the Port Angeles High School counselors to help them understand the kind of students that would benefit from attending the smaller alternative high school. We had our first 8th grade Open House on May 19 for all middle school students and their parents. This goal will be carried over into the next school year. We held our Open House on May 19, 2016 and we did not have any families attend.

2/28/17 principal is meeting with Port Angeles High School counselors and district administration to make a plan that will open up communication for students and families in the district.

6/1/2017 principal has already met with PAHS principal to discuss online learning for Port Angeles School District high school students. A written policy and procedures will be drawn up in August of 2017.

Implementation:				
Evidence	6/10/2014 Late Start meeting notes.			
Experience	6/10/2014 Staff looked at attendance, discipline, HSPE, EOC and classroom/district assessments.			
Sustainability	6/10/2014 As a staff we will continue to look at multiple data points in order to best meet the needs of our students.			

Core Function:		Student and School Success Principle 2: Staff evaluation and professional development			
Effective Practice:		Professional development			
KEY	P2-IF11	Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers develop professional development opportunities based on SBAC, MAP,HSPE, EOC in all content to identify professional development needs. Principal, during teachers' goal setting conference in the fall, develops a professional development plan that supports individual teacher and school-wide professional development plan. We began a process of implementing PBIS structure in 2016-2017 and finished Tier 1 work. This year the team is developing a Tier 2 and 3 plan.	Limited Development 10/30/2012		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Based on our CEE survey data, and our expressed professional development needs; support for improving instruction to develop critical thinking strategies and application of content to real world and extensions outside the classroom, as well as training in the use and analysis of student data will be pursued. All staff will participate in professional development provided during 3-4 Wednesday morning collaborative meetings or during after school study sessions from January through April. Staff will use instructional strategies to increase student use of critical thinking strategies in daily lesson plans. Teachers will use daily collaborative time to discuss their current level of implementation and particular successful strategies. Use of the instructional strategies will be observed during classroom walk-throughs. The principal will provide regular, detailed feedback to teachers to help them continually grow and improve their professional practice.Successful examples will be shared among staff members and recommended for incorporation in lesson plans and for discussion during collaborative time. Student scores on SBA will reflect an increase in student use of critical thinking skills, increasing from 54% to 90%. By 2018 we will have a school-wide PBIS plan in place that includes all three Tiers.	Objective Met 10/11/17	Tyler Jones	06/01/2018
Action(s)	Created Date				
1	10/30/12	Work with the OSPI coach to develop a plan for professional development in writing and providing additional resources to support a building-wide professional development plan.	Complete 12/11/2016	Cindy Crumb	05/31/2016

Notes: Principal is working with ESD 114, OSPI coach to develop a realistic and relevant school-wide professional development plan that will include input from staff and the use of student data to identify professional development needs in academic areas, aligning curriculum and PBIS tier one training and implementation.

2

10/30/12

Once a week, daily collaborative time will be used to focus on the implementation of new strategies learned through the PD process for improving critical thinking. Each teacher will discuss one strategy that was used during the previous week, its success or lack of success and revisions for inclusion in the future.

Staff members will report the value of the discussions and success of implementation at subsequent PD sessions. Anecdotal records will be kept by the principal to document success of the PD. Student assessment data will be used to gauge success of the implementation in classrooms.

Complete 05/31/2013

Coco Carlson

05/31/2016

Notes: Staff is using Wednesday collaborative time as described above. Summative and formative assessment data is used to guide professional development activities. Staff participated in a Book Study last spring. The book, How Children Succeed, by Paul Tough, is continuing to be used by staff to make the connection with the concepts learned and their current students.

Implementation:

10/11/2017

Evidence

6/19/2013
Weekly professional development is scheduled during our Wednesday late start time district staff, focusing on periodic assessment data. For example, HSPE and winter benchmark and spring EOC and COE scores. As a result all students completing a COE also passed the HSPE and EOC. Although we contacted the ESD we were unable to follow through with any professional development.

Experience

6/19/2013
As a staff we came together with a common goal which helped us focus our weekly collaborative time. It gave staff and principal common language and common goals when talking about students, instruction and curriculum. This experience was positive in that we are continuing to use student data in a more focused matter.

Sustainability	6/19/2013 Continue the examination of student work and expand the data points to include the items we have incorporated into our student tracking documents, which includes credits earned, assessment data, attendance and other graduation requirements.			
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Core Function: Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Effective Practice: Expanded time for student learning and teacher collaboration

	KEY	P3-IVD05	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected)	Implementation Status	Assigned To	Target Date
			<p><i>Initial Assessment:</i> September 28, 2017. We've created after school programs for students who need extra time to complete assignments and get extra help in their core academic classes. Mondays and Thursdays after school, from 3:00-4:00, we have teachers who are paid to stay and help students who either need extra help getting caught up with assignments, or need tutoring to help them pass tests, quizzes, or master academic content. We have community members who have donated money for bus passes, as well as district transportation and healthy snacks for our students who stay. We have an agreement with the Port Angeles YMCA for students who need extra credits. Students can work out at the YMCA for credit after and before school hours. The YMCA charges \$15.00 per student, per month for this opportunity. The counselor has contacted parents of students who are behind in credits and need to take advantage of the summer school opportunity. On February 1st we started an after school credit recovery opportunity in English. 11th and 12th grade students who had only earned a .25 credit from 1st semester were given the opportunity to attend after school credit recovery to make up the .25 credit from 1st semester. Credit recovery options for students in Social Studies will be offered after school to students on opposite days of the English credit recovery so that students can have full access to both English and social studies credit recovery opportunities. Five students are attending the YMCA after school to earn credits in Physical Education. Title 1 and Focus School money will help support after school and summer school opportunities for students to earn extra credits or recover credits.</p>	<p>Limited Development 10/22/2012</p>		

		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		If we provide after school tutoring from September through June as a way for students to get extra help in completing assignments it will impact the number of students who pass their classes at semester and do not need to take credit recovery, which will result in more students graduating on time. Students will also be able to earn study skills credit at the end of 75 hours of after school tutoring. 6/2/2017 daily after school tutoring is only attended on average by three students. Twice monthly Lock Ins from 3-7 have been much more successful. Attendance at Lock Ins have averaged 12.			Cindy Crumb	06/01/2018
Action(s)	Created Date			1 of 3 (33%)		
1	10/30/13	Many of our students won't graduate unless they pass of their state assessments. The biology EOC exam is one state test that many of our juniors have not passed. They have taken biology and passed the class, but have not passed the biology EOC. We will use focus school money to pay for our science teacher to teach a 7th period class to these identified students so that they will be prepared to re test in June of 2014. The success of this program can be seen in our 85% passing rate for the biology EOC in 2014.		Complete 02/03/2014	Coco Carlson	02/03/2014
		<i>Notes:</i> Science teacher will meet with principal and develop the list of students who need the 7th period science in order to be better prepared to pass the biology EOC exam in June. She will also be involved in communicating to parents opportunity for students to take this class. Starting 2nd semester, we have added an COE biology class for our juniors who did not pass the science assessment and will need to pass either the biology EOC in June or submit a COE. 6/2/2017 this has become a routine as it is required of all seniors to graduate. LHS science teacher works with students individual in a COE contract so they may complete the requirement for graduation.				
2	10/29/14	If on the last Friday of every month teachers will send to the office a list of students who need to stay for extended tutoring on the following Monday and Tuesday and teachers notify parents and students that they need to stay for the extended day tutoring, and the office and/or principal also notify and remind parents of students of their obligation to stay and work during their assigned extended day; this will increase communication to both students and parents about how students are doing in their classes. If teachers increase communication with parents and students and students stay for extended day then more students will pass classes which will lead to more students graduating from high school on time.			Alex Carlson	05/31/2018

Notes: Parents and students will also be notified when they have increased their grades and are passing their classes. Rewards are in place for student achievement. Having teachers send names of students who are failing their classes every Friday has not been very successful. As a staff, we have agreed to send the principal names of failing students every two weeks. In the meantime teacher will contact student and parent to communicate ways for students to make up work and pass their classes. Extended time at lunch or after school are two ways in which students can receive extra help in order to pass classes.
 2/28/17 Teachers, office staff, and principal have made this a priority and are committed to making sure students and parents are aware that they need to stay for tutoring.
 6/2/2017 teachers will discuss in August the effectiveness of this strategy to see if we want to make changes to the procedure for the upcoming school year.
 10/13/2017 In August of 2017 staff met to begin the discussion of how we will notify parents and students about discipline, attendance and work/credit completion.

3

11/3/14

If the principal will continue to look for additional extended opportunities for students to earn credit, then students who are in need of extra credits to graduate on time will find opportunities to earn graduate and increase Lincoln graduation rate.

Cindy Crumb and all teachers

06/08/2018

Notes: We continue to refine and monitor our programs to make sure they stay current and compliant. We continue to refine our after school tutoring days of the week in order to attract and serve more students. We presently offer two days per week that students can stay after to received extra help. We will increase to three days per week starting on March 5, 2015. We offer students the ability to take credit recovery courses through AVENTA online and to contract credit recovery with their academic teachers. This summer we plan to offer students the ability to complete credits with a three week summer school that would start after the last day of school. As of 2nd semester we are offering students the opportunity to stay after school on Tuesday and Thursday to recover English credits that they didn't earn 1st semester. In June we will evaluate the effectiveness of this credit recovery program by looking at the number of students who earned an additional .25 credit in English. 6/2/2017 If the principal and staff continue to look for credit recovery opportunities and flexible scheduling options on time graduation will increase. 10/13/2017 we held our first Lock Down and had 16 students stay for extended learning. I held my Title 1 parent meeting to explain to parents how LHS could support their students' learning and acquiring credits.

Implementation:					
Evidence		6/10/2014 EOC data and COE data that we will received in August.			
Experience		6/10/2014 This was a very positive experience, which we repeat again during the 2014-2015 school year. The teacher reported that because of this class and the dedication of the students she feels very positive about the results our students will receive on the EOC exam that they took in June.			
Sustainability		6/10/2014 We will continue to offer this during the 2014-2015 school year.			
KEY	P3-IVD06	The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently all teachers have common planning each day for one hour. Every Wednesday teachers have one hour and a half for collaboration and professional development as a whole group. Wednesday collaboration time will be calendared so that teachers have a voice in their professional learning. Outside professional development requires significant increase in building budget. Focus school money is supporting this task.	Limited Development 10/29/2013		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		A collaboration calendar will allow teachers to be more focused and intentional during their collaboration time each week, as they will be able to plan and integrate cross curricula lessons. As the principal I have not been successful at creating and maintaining an instructional calendar that would help teachers organize their common planning time to plan and integrate cross curricula lessons. With the assistance of my OSPI coach, together as a staff we will build a collaboration calendar that will include at least one integrated, co curricula lesson, school-wide. I will continue to make this a priority.		Cindy Crumb	06/01/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/30/13	If the principal and teachers build a collaboration calendar by November of each year; collaboration time will be more teacher and student focused. Increasing teachers' ability to serve all Lincoln High School students.	Complete 01/06/2014	Cindy Crumb	01/06/2014

Notes: Professional development calendar will be distributed to all staff and reviewed weekly during collaborative time. Every year the principal with the assistance of the Professional Development Coordinator will plan professional development opportunities for teachers and other Lincoln staff that will support student assessment data and teachers' professional development goals. 2/28/17 A collaboration calendar was developed in October and continues to focus teachers, principal and all Lincoln staff on the opportunities for professional development. This calendar also has helped to keep Late Start Collaboration meetings more productive.

2	10/30/15	Wednesday Late Start has been calendared. One Wednesday per month will be spent on TPEP, one Wednesday on CCSS/SBA, one Wednesday per month on Climate and Culture and one Wednesday per month teachers will spend time collaborating in departments with teachers from the middle school and Port Angeles High School.
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Cindy Crumb

05/31/2018

Notes: During the building days in August a collaboration calendar will be developed with all staff. 6/2/2017 this will continue during the 2017-2018 school year.

Implementation:

Evidence

6/10/2014
Professional development calendar.

Experience

6/10/2014
Positive experience. Teachers reported that they appreciated the calendar and their input into the kinds of professional development that will be offered during the school year.

Sustainability

6/10/2014
Continued collaboration with teachers and the schools' professional development coordinator.

Core Function:		Student and School Success Principle 4: Rigorous, aligned instruction			
Effective Practice:		Engaging teachers in aligning instruction with standards and benchmarks			
KEY	P4-IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		10/13/17We have aligned our math and science curriculum and currently are working on aligning our English and social studies curriculum to the Common Core Standards. We are using Late Start Wednesdays and will meet at least two times during the school year to align English and social studies to the CCS.	Limited Development 10/22/2012		
<i>How it will look when fully met:</i>		Teachers will continue to work together to learn more about the Common Core and to align their curriculum to the Common Core State Standards. At least once per month during Late Start Collaboration time teachers will participate in professional development that allows them the ability to learn more about how to align their curriculum and prepare students to pass Smarter Balanced Assessments. Additionally, this year teachers will collaborate monthly with departments at Stevens Middle School and Port Angeles High School and report back to staff during Wednesday Late Start.		Tyler Jones	06/01/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/29/14	If teachers take turns each Wednesdays and bring content lessons, they can work together at aligning the lesson to the Common Core State Standard; then all content areas teachers will learn how to support each student in preparing them for the SBA. 6/2/2017 if teachers continue to share content lessons and instructional strategies during late start Wednesdays then teachers will become better instructional leaders.		Tyler Jones	06/01/2018

Notes: A calendar should be made to show when teachers are responsible for bringing lessons to Wednesday meetings. At least two days in advance of the meeting teachers should be sent the agenda for the meeting and be reminded of who is leading the Common Core Wednesday activity. All staff will have the opportunity to have learn from each other and begin to align curriculum to the CCSS. The English teacher, instructional coach and the principal watch a SBA webinar on February 4, 2015. This webinar provided much information to both the principal and the teacher which they were able to take back to staff at the February 11, 2015 Late Start meeting. On February 11, 2015 the PASD assessment coordinator provided a training to LHS teachers on SBA. Again on February 18, 2015 LHS teacher spent a Late Start Wednesday meeting practicing with SBA interim assessments. Teachers have been bringing students into the computer lab and practicing ELA interim assessments. On January 7, 2015, Tom Boyce met with LHS teachers to discuss alignment of algebra and geometry to the SBA math. He then observed and met with the math teacher and provided feedback on instruction, curriculum and assessment. We are planning two more days with Mr. Boyce to work on aligning Algebra I A and B to the CCSS. Those dates will be in either May or June of this school year. All students were given practice on SBA in both ELA and math.

2/28/17 Lincoln teachers use Late Start Wednesdays to focus on this work.

6/2/2017 teachers and principal will continue this into the 2017-2018 school year.

10/13/2017 We have aligned math and science to the standards. We will continue to align English and Social Studies during the 2017-2018 school year. Two after school meetings have been calendar; November 15, 2017 and February 13, 2018.

Core Function:		Student and School Success Principle 4: Rigorous, aligned instruction			
Effective Practice:		Expecting and monitoring sound instruction in a variety of modes			
KEY	P4-III A07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Lincoln staff has always worked with individual students and made accommodations for individual needs. October 20, 2016. We have switched our focus to PBIS which also has a tiered approach. We have in place a school-wide PBIS team that consists of teachers, secretaries, para educators, students and OSSS coach and facilitator. This team will determine our RTI plan. We have calendared our monthly meetings for the year and will have our Tier 1 and 2 plan for PBIS finished by June 1, 2017. October 13, 2017 We finished our PBIS Tier 1 plan and have begun our Tier 2 and 3 plan. We have had two meetings with our PBIS coach from OSPI; August 29 and October 11, 2017. We have calendared the rest of our PBIS meetings. We are using Late Start Wednesday time so we can have the whole staff at these meetings. This year will not have students on the PBIS team as we will be developing a Tier 2 and 3 school-wide plan.	Limited Development 12/05/2012		
<i>How it will look when fully met:</i>		10/13/2017 If we focus on finishing our PBIS Tier 2 and 3 plan and incorporate the professional development and team time needed for implementation it will impact student engagement and result in more students attending school and enhance graduation rates.		Cindy Crumb	06/01/2018
Action(s)	Created Date		0 of 2 (0%)		
1	12/5/12	The principal will lead the implementation of the staff data analysis to ensure that differentiation is a part of all students' instruction and intervention plans. By committing to reviewing student data, twice monthly, staff will be able to see the direct result of their effort in implementing timely interventions that will increase the number of staff and students who earn credit and graduate on time.		Cindy Crumb and all teachers	06/01/2018
		<i>Notes:</i> The students along with the staff will be analysing data and providing feedback that will increase individual student success. Students will be taught how to analysis their assessments and transcripts so that they can take ownership for their future by providing a plan to earn credits and pass assessments.			
3	10/30/15	If the principal works closely with the OSPI coach to design professional development and classroom visits that will address the need for a PBIS system at Lincoln High School.		Cindy Crumb	06/01/2018

Notes: OSPI coach and principal will continue to design ongoing professional development for the PBIS team.

2/28/17 OSPI coach has provided professional development during Late Start Wednesday meetings, as well as, facilitating our building-wide PBIS meetings each month. We have finished Tier 1 and are moving on to Tier 2.

5/30/17 PBIS team has meet monthly throughout the school year to participate in professional development facilitated by our OSPI PBIS coach.

10/13/2017 PBIS team has met twice so far this school year with the PBIS, OSPI coach; once on August 29th and once on October 13, 2017. We have calendared the rest of our dates throughout the school year.

Core Function:		Student and School Success Principle 5: Use of data for school improvement and instruction			
Effective Practice:		Assessing student learning frequently with standards-based assessments			
KEY	P5-IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106) (ELL,Expected,SWD)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet to review student assessment data in order to inform instruction and teaching strategies. We would like to increase our ability to make instructional changes more quickly to support our students. We are administering the mid-year MAP assessment during the first week of March in ELA and math. This year we administered the MAP test in ELA and in math. Once in the fall and once in March. We used this data to inform instruction and to provide feedback to students on their growth. This had limited success, as our SBAC scores in math were not good. Only one students passed the math, SBAC. 10/13/2018 Staff looked at state, district and classroom assessment data, discipline, attendance, EES, free and reduced, MAP.	Limited Development 10/29/2013		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		If teachers collaborate monthly, from September to June to analysis individual student assessment data and make instructional adjustments; that will impact our ability to be more timely in our instructional changes that will result in student success, as measured by an increase in earned credits and student achievement data on state assessments.		Cindy Crumb	06/10/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/30/13	Teachers will begin looking at assessment data in August before school starts. Based on this assessment data, teachers will set building academic goals, individual student goals, and their own professional development goals. Monthly during collaborative time teachers will look at student assessment data, attendance and discipline data, to make changes to their curriculum, instructional strategies and professional development needs.		Cindy Crumb	05/30/2018

Notes: Teachers have looked at school-wide student assessment scores as well as student growth in their own classrooms. We will add school-wide data such as attendance and discipline in order to make more informed decisions about what support is needed for individual students. CEE survey data will also be used to make better decisions about instructional strategies and curriculum decisions. During finals week, January 20,21,22 teachers were able to meet with our OSPI instructional coach to look at student data and how it can help us better serve our students through our school-wide PBIS system. We gave a survey to students in January so we could better understand where our students are coming from. This data was used to help staff design programs that can help our students be successful in school. With the goal of them graduating. Students were given a survey in December that asked them to answer questions that could help staff identify the emotional and physical needs of our students. The data was compiled and used to design support for those items that clearly had effected the majority of our students. For example, there was a high number of students who had either tried or attempted suicide, used drugs, alcohol as well, as had been involved in the court system. With this data we decided to look at more opportunities for us to connect our students to services in the community, by either inviting community agencies to speak to students or by connecting individual students to community agencies. This data along with assessment data from the 2014-2015 school year will be apart of the data planning process in August of 2015 when Lincoln staff meets to plan for the 2015-2016 school year. Continue with this goal in the fall of 2016.
 2/28/17 Lincoln teachers and principal look at student data every Wednesday.
 5/30/17 This remains a top priority for staff and teachers for the 2017-18 school years. We have been engaged in PBIS training for our Tier 2 students, teachers are exploring Restorative Justice trainings to increase their knowledge and strategies when working with difficult students. More work will be done during the next school year.
 10/13/2017 As a Focus School we will continue to survey our students, staff and parents using the CEE data collection tool.

2	10/30/13	Teachers will begin looking at assessment data in August before school starts. Based on this assessment data, teachers will set building academic goals, individual student goals, and their own professional development goals for the year. Monthly during collaborative time teachers will look at student assessment data to better inform instruction, increase student achievement and increase the number of students earning credit.		Cindy Crumb	06/10/2018
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Notes: Staff has continued to use classroom assessment data during our Late Start Wednesday collaboration time to inform instruction, curriculum and assessment. We are in the process of using the Digital Library to collect student achievement data on SBAC like assessments. Teachers have also started bringing students into the computer lab to begin practicing on the computer for SBAC in the spring. A calendar was created for the computer lab so teachers could easily schedule their students into the lab to practice SBAC assessments. Students in English classes have practiced in the computer lab with the SBA. They will continue to practice at least one a week until May, 2015. An added piece to this for next year is to look at individual, at-risk students academic history to design an academic plan that will assist them in earning extra credits so that they can graduate on time.

5/30/17 Teachers will continue to look at student data every year beginning in the fall. Teachers look at assessment data, discipline, attendance, grade, and other individual student data to help them design support for students.

2/28/17 Lincoln teachers and principal look at assessment data and use the tools embedded in the SBA to improve student learning.

10/13/2017 Student data is used to develop student graduation plans. Discipline data is collected to inform our PBIS Tier 2 and 3 plan.

3	10/30/15	<p>Teachers are using MAP assessment as a benchmark for student process three times during the school year. We are testing all students in ELA and math in grades 9-11. This assessment data will be used to design instructional strategies that will enable teachers to show student growth and prepare students to pass the SBA. This was the first year we used MAP as an assessment tool to help us determine student growth in English and math. Students did not make the gains we had planned. Next school year, Title funds will be used to hire a para educator that can work one on one with students who have been identified.</p>		Cindy Crumb	05/01/2018
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Notes: MAP assessment data will be used with students, parents and teachers so that focused instruction can directly effect students ability to make progress and meet standard on the SBA.

2/28/17 We have given our FALL and Winter MAP to 9-11 grade students in math and ELA. We are looking at the data from Fall to Winter during Wednesday, late start.

5/30/17 teachers, principal and district assessment coordinator will determine whether or not Lincoln will continue to give the MAP during the next school year. Teachers are unsure, due to the low student numbers and the fact that there are no other district students to compare assessment data; that their are not getting the information they would like from the assessment.

10/13/2017 We are using the MAP as an internal assessment to identify student growth in the areas of math and English. Data is shared with students, parents and staff in order to set goals for individual student achievement.

Implementation:				
Evidence	6/12/2014 Collaborative meeting minutes, collaborative calendar, student conference calendar.			
Experience	6/12/2014 As a staff, we looked at student assessment data, discipline and attendance each week during collaborative time. We looked at state, district and classroom assessments. Based on these assessments we discussed different ways to support our students.			
Sustainability	6/12/2014 We continue this work next year starting in August.			

Core Function:		Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health			
Effective Practice:		School and classroom culture			
KEY	P6-IIIC13	All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Staff teaches and reinforces classroom rules and procedures by positively modeling them. However, we would like to do a better job of including students in the rule making process. Currently, students have very little say in the rules and procedures at Lincoln High School. We continue at stage one with school-wide implementation. In March our plan is to begin stage two which will include clear targets for emotional support of students and classroom implementation. During our March LID day we will investigate how to include student voices in the PBIS implementation process. By June of 2016 all Student Expectations will be posted in student friendly language, throughout the school. 10/13/2017 We have had two PBIS meeting to review which behaviors we are reteaching during the first weeks of the new school year.	Limited Development 10/30/2013		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>		Teachers will include students in the discussion regarding school rules and policies. Because of the amount of new students that we get each month this will be a ongoing activity. Eventually there will be a three tier PBIS system as well as, a comprehensive MTSS, so all social, emotional and behavioral skills will be taught to all students.		Cindy Crumb	06/08/2018
Action(s)	Created Date		1 of 4 (25%)		
1	10/23/14	If we collect staff, student and parent data regarding a PBIS and MTSS system for Lincoln High School, re organize our PBIS team and add classified, students and staff and we meet two whole days and begin the process of building our PBIS plan then we will complete Tier 1 and Tier 2 of the PBIS system by June of 2017.		Cindy Crumb	06/01/2018

Notes: This our zero planning year for PBIS. We will collect data from parents during our November student/parent/teacher conferences. For students, we will collect monthly perceptual data that will help us monitor student opinions and growth during our planning year. We will use current CEE data as our base line for staff perceptions and will assess staff perceptions again in February and June of 2015. On January 23, 2015 the staff looked at CEE student data with OSPI coach Ann Renker. An outcome of this professional development time was to try and understand this data so as to help us build a comprehensive PBIS system. Survey Monkey was used to survey all staff regarding their perceptions of a PBIS school-wide system. An end of school survey will be given to students so that staff will have current student data in August in which to begin the initial planning of PBIS, year 2. We would also like to have three days with our OSPI, School Success coach in August so that staff can have the time to make a detailed school-wide PBIS plan. Focus school money would be used to pay teachers for this time.

2/28/17 We have finished Tier 1 and will start Tier 2 on March 8th at our Late Start Collaboration meeting and our building-wide PBIS meeting.

10/13/2017 PBIS Schoo-wide structure is in place. Team is developing a PBIS Tier 2 and 3. We have had two meetings so far with school year; August 29 and October 11, 2017.

2	10/23/14	The leadership team will analyze collected data and make planning suggestions for discuss this year in preparation for system development and implementation for next year. This will continue into August of 2015 with an emphasis on PBIS, year 2.		Cindy Crumb	06/01/2018
<p><i>Notes:</i> Leadership team will examine complied data at the specified times. We have looked at assessment, internal student survey data, and CEE to data to begin to build a picture of the students we serve. By August of 2015, we plan to have the school-wide expectations completed and a clear plan of how we will work through PBIS, year 2. We are re starting our PBIS plan. We will focus on Tier 1 during the 2016-2017 school year. 10/13/2017 during the 2017-2018 school year Tier 2 and 3 plan will be developed.</p>					
3	10/30/13	Teachers will use on going collected data when holding monthly meetings with their advisory students in order to engage them in the process of helping with the making of school-wide rules and policies.	Complete 06/09/2014	Cindy Crumb	06/09/2018

Notes: Principal will be responsible for communicating with parents/community. Leadership team will make decisions regarding how information gets communicated to staff and students. Principal communicates monthly with parents using our school newsletter. We would like to include for next year using Skyward to send school-wide reminders to parents and students regarding school events, academic opportunities and state testing days. We are working with district administration in order to schedule one half day per month so that teachers can meet individually with students and parents to discuss academic, attendance and discipline issues affecting students success at school and their on time graduation status.

4

10/30/15

We are in year 2 for PBIS. We have agreed and posted school-wide rules in the building as well as sent home to parents. We used leadership club to include students in the development of our school-wide behavior policies.

Cindy Crumb

06/09/2018

Notes: We have designed a process for student voices to be included in the PBIS planning. Each Wednesday Leadership club has its meetings. We are using this time to get feedback and suggestions from students as to school-wide policies, school-wide problems and school-wide activities that help promote a positive climate at school.

Implementation:

Evidence

6/13/2014
Meeting minutes, student compact, student discipline data, and next years' CEE staff data around culture and climate.

Experience

6/13/2014
Teachers held weekly meetings in advisory and we held once a month school-wide meetings to discuss school-wide policies and procedures. Students were given opportunities to share their opinions about school rules and to help staff understand how to best work with students who didn't want to be held responsible to school wide expectations

Sustainability

6/13/2014
We will continue to meet as a staff monthly to plan ways to better involve students in the policy making at Lincoln.

Core Function:		Student and School Success Principle 7: Family and community engagement			
Effective Practice:		Defining the purpose, policies, and practices of a school community			
KEY	P7-IVA02	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Every year we hold an Open House in September for parents and families to come to school and talk to teachers about their students' classes. In November we hold two days of parents conferences so that we can communicate to them about their students' progress. We hold individual parent conferences when we have concerns regarding a student performance at school. Daily common planning time allows us the ability to meet regularly with parents.	Limited Development 10/30/2013		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		If teachers and principal utilize the written parent involvement policy that includes: Vision/Mission statement, school policies and procedures, homework guidelines and parent involvement opportunities it will impact communication resulting in improved parent involvement at November conferences.		Cindy Crumb	06/08/2018
Action(s)	Created Date		0 of 1 (0%)		
1	10/30/13	If the principal will schedule after school time in order for teachers, students and staff to provide input into this Parent Involvement Policy then there will be an increase in the involvement of students and parents at Lincoln High School. I will hold monthly Title 1 during our after school, 4 hour Lock Downs.		Cindy Crumb	06/01/2018

Notes: We have held one after school meeting for parents, students and teachers to provide input into what a Parent Involvement Policy should look like. It is hard for us to convince parents to attend these meetings. We have offered food and baby sitting so that they can come and participate. At our first meeting 7 parents attended. We have our second meeting scheduled for April, 2014. A senior parent meeting is planned for March 19, 2015. This meeting is to communicate with parents what the timeline is for graduating seniors and completing graduation requirements. Parents attend with their son/daughter.
 2/28/17 October 11,2016 we held our first parent, evening meeting and we are scheduling another meeting for March 23, 2017.
 10/13/2017 We will hold monthly Title 1 parent meetings at Lincoln. We will meet with parents and serve them a meal. Teacher/parent compact will be given to all parents upon enrollment of their student at Lincoln High School.

Implementation:				
Evidence	6/13/2014 A copy of the parent compact and meeting minutes.			
Experience	6/13/2014 Staff looked at and wrote a parent compact to be used with parents during the next school year.			
Sustainability	6/13/2014 We will work with all parents next school year so they might better understand and support the school/student/ parent compact.			

KEY	P7-IVA04	The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		October 20, 2016. During the enrollment process and interview with the student and his or her parent or guardian is conducted. During the interview expectations are carefully explained regarding support at home for homework, attendance, and behavior. (Is there a written document for parents to take home?) Six week progress reports will be sent to all students/parents to communicate academic progress.	Limited Development 10/30/2012		
<i>How it will look when fully met:</i>		If the principal conducts entrance interviews throughout the 2016-17 school year, with new students and their parent or guardian, explaining expectations and supports, and provide a written agreement that the student and their parent or guardian will sign, it will impact the participation rate of students and families resulting in increase engagement in school which will be reflected in the year end CEE data. 10/13/2017 Parents will be given the Teacher/Parent School Compact during their interview.		Cindy Crumb	06/01/2018
Action(s)	Created Date		2 of 3 (67%)		
1	11/1/12	Entrance interviews will be conducted by the principal. Expectations for home and family support will be explained.	Complete 05/31/2013	Cindy Crumb	06/08/2018
		<i>Notes:</i> All new students and parents/guardians are interviewed prior to enrolling and expectations for both students and parents are explained in detail.			
2	11/1/12	A written school, student, family agreement document will be prepared for use during entrance interviews.		Tyler Jones	11/17/2017
		<i>Notes:</i> During the 2013 summer principal will develop a written compact to take to staff in August for review and revisions. The completed document with then be used with students during the 2013-14 interview process. We have not developed a written compact to share with students and parents as the interview. We are still interviewing every student who is enrolled at Lincoln and our schools' beliefs, policies, and procedures and discussed at length.			
3	11/1/12	Six week progress reports will be completed by all teachers and will be sent to parents or guardians and students.	Complete 06/14/2013	Cindy Crumb	06/15/2018
		<i>Notes:</i> All staff provided 6 six progress reports to students. Parents and students can also access grades and attendance though the Skyward student record system.			

Core Function:		Student and School Success Principle 7: Family and community engagement			
Effective Practice:		Educating parents to support their children's learning and teachers to work with parents			
KEY	P7-IVA13	The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Presently we do not do as good a job as we could in engaging community and parents in the transformation process. Our plan is to organize more opportunities for parents and community members to get involved in our school. Open house, parent night, and information meetings will be planned and calendar throughout the year. After school activities will also be considered as a means to engage more parents and community members in the culture of our school. 10/13/2017 montly parent meetings at Lincoln, Community presentations and quest speakers will be scheduled activities at Lincoln High School this year. Student leadership has also planned after school activities for students and families.	Limited Development 10/30/2013		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		If we organize and hold our annual 8th grade Welcome Night in March instead of May it will impact the number of parents who are looking for a placement for their student, resulting in a greater number of students who enroll at Lincoln preventing failure in high school.		Cindy Crumb	06/01/2018
Action(s)	Created Date			0 of 3 (0%)	
1	10/30/13	With the help of ASB and our leadership group, students will help organize school events that will encourage and being parents into our school in order to get them more involved. Focus school money will be used to pay for such activities and events. Expenses could be food, transportation and prizes that would be of added motivation for them to become involved. We held an Open House for all 8th grade students in May. We organized four senior lockdowns to help students complete work so they could earn credit toward graduation. We held two in May on two in June. We provided food and teachers were available to help students. These were very successful and we will hold four next year as well. Two during first semester and two during second semester.			Cindy Crumb 06/01/2018

Notes: Principal will work with students to build a plan that will included parent and community activities that will accomplish the goal of engaging them in the transformation process of our school. A new plan is written and distributed to staff, students and parents in the fall of every school year.
5/30/17 ASB organized four different after school activities this school year. This will continue into next school. We will monitor and adjust this task during the next year.

2	4/24/15	If we survey parent interests and willingness to support students at Lincoln it will result in planning for those interests which will have the outcome of increased parental involvement and participation.		Cindy Crumb	06/08/2018
<p><i>Notes:</i> We will collect the parent survey data and finish tabulating by the end of Sept. Data will be distributed to staff and students with the idea of creating a plan that will include parents at Lincoln High School. We did not survey parents last August, but will have a survey ready in August of 2015 for parents that will ask them how they would like to get involved at Lincoln High School.</p>					
3	10/30/15	During parent conference in October we will survey parents using the CEE survey in order to received feedback on their perceptions of our school. We will also look for feedback that will help us improve communication to parents and community members.		Cindy Crumb	12/01/2017
<p><i>Notes:</i> We will look at CEE data to improve family and community communications in order to improve family participation in school.</p>					
Implementation:					
Evidence		6/13/2014 ASB meeting minutes, school-wide activities held throughout the school year.			
Experience		6/13/2014 ASB organized and planned student activities throughout the school year.			
Sustainability		6/13/2014 We will continue to work with the ASB to plan at least one activity per month next school year.			