

Port Angeles School District  
*Lincoln High School*



School Improvement Plan  
2018 - 2019

<p><b>Component One – Needs Assessment</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How does our needs assessment integrate current school year quantitative and qualitative data?</li> <li>• How does your needs assessment give an accurate and thorough view of the entire school?</li> <li>• What subjects, grade levels, and programs are the strongest and weakest?</li> <li>• How does the school focus on the academic progress of English language learners?</li> <li>• To what extent are discipline issues impacting students?</li> <li>• What is the level of family and the community support at the school?</li> <li>• What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6<sup>th</sup> grade attendance and behavior data, high schools at 9<sup>th</sup> grade course completion.</li> <li>• How have you identified any areas of concern from the following within your needs assessment: Family Engagement, Transitions Between Grades and/or Schools; Technology; Professional Development; Schoolwide Tiered Models of Instruction; Behavior and Discipline; Well Rounded Education; Secondary Education Program Needs</li> </ul>	<p><b>Component Three – Activities to Ensure Mastery</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How does the plan support the most at-risk students in the school?</li> <li>• What strategies and programs will we use to help at-risk students remain or get back on track?</li> <li>• What is the district doing to help students in danger of dropping out or falling behind on mastery of a key skill?</li> <li>• What is the school doing to help students’ academic and non-academic needs?</li> <li>• Does the plan ensure the school meets students’ academic and non-academic needs?</li> <li>• Does the plan incorporate a wide range of strategies, programs and activities, including: <ul style="list-style-type: none"> <li>○ Counseling and mental health support</li> <li>○ College and career readiness</li> <li>○ Tiered behavioral support</li> <li>○ AP &amp; International Baccalaureate courses</li> <li>○ Preschool transition support</li> <li>○ Professional development for staff</li> <li>○ Intensive academic support to students</li> </ul> </li> </ul>
<p><b>Component Two – Schoolwide Reform Strategies</b></p> <p>Guiding Questions:</p> <p>Does the plan’s schoolwide reform:</p> <ul style="list-style-type: none"> <li>• Consider a well-rounded education ESSA Section: 8102(52). What about literacy, science, government, engineering, the arts, and mathematics?</li> <li>• Improve transitions between grades and/or schools?</li> <li>• Enrich and accelerate curriculum?</li> <li>• Provide opportunities for students both ahead of and behind grade level?</li> <li>• Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?</li> <li>• Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?</li> <li>• If your school is continuing as a priority or focus school in 2018-19, how do your strategies incorporate the 7 turn around principles?</li> </ul>	<p><b>Component Four – Coordination and Integration</b></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>• How will the school leverage allowable combined funds to improve the schoolwide plan?</li> <li>• How will it make the most of available staff at the school and district to maximize the positive impact of the plan?</li> <li>• How does the plan combine funds to connect the reform strategies developed?</li> <li>• Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?</li> <li>• Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?</li> <li>• Does the plan include the total amount of funds for each program?</li> <li>• If a priority/focus school: <ul style="list-style-type: none"> <li>○ Does the plan include school improvement funds?</li> <li>○ How are schoolwide funds being leveraged to support school improvement efforts?</li> </ul> </li> </ul>

### Smarter Balanced Assessment (SBA) data

**Directions:** Enter the scores on the English Language Arts (ELA), MATH, and SCIENCE sections of the SBA.

Grade 10 English Language Arts (ELA) SBA	2017 SBA ELA	2017 State	2018 SBA ELA	2018 State		Grade 10 Math SBA	2017 SBA Math	2017 State	2018 SBA Math	2018 State
Level 4	7.7%	34.0%	20%	20.9%		Level 4	0%	19.2%	7%	28.2%
Level 3	38%	35.5%	73%	38.0%		Level 3	11%	21.4%	27%	19.3%
Level 2	38%	14.4%	0	21.4%		Level 2	22%	22.8%	33%	22.2%
Level 1	15%	10.2%	7%	16.8%		Level 1	67%	30.2%	33%	27.4%
Met (Diploma Cut Score)	9		14	58.9%		Met (Diploma Cut Score)	11%	40.6%	40%	47.5%
Met (College Ready)	5	69.5%	14	58.9%		Met (College Ready)	11%	59.4%	33%	52.5%

Grade 11 Washington Comprehensive Assessment of Science (WCAS)	2018 WCAS	2018 State
Level 4	1/6%	23.0%
Level 3	5/28%	23.7%
Level 2B	6/33%	20.8%
Level 1	6/33%	23%
No Score	0	2.9%
Total Met	6/34%	52.9%

**Observations & Implications:**

Our students have improved their ELA scores over the last two years. 15 students tested in the spring of 2018 and 93% made standard, and met the college and career ready score. Three students did not test in the spring of 2018. Our goal this year is to test 100% of our students so that we have assessment data in order to enable them to graduate. We increased the number of students making standard at level 3 and 4 and decreased the number of students at levels 1 and 2. With so many new students this year we will use MAP data and district Benchmark data to see where are students are at academically and use the assessment data to provide feedback to teachers that will allow them to inform and modify their instruction.

Math: Our students improved in math 22% from 2017. 34% of our 10<sup>th</sup> grade students made the cut score to graduate. We need to continue to find ways to help our students make better progress in their math classes so that they have covered and learned the material that they are being tested on in the spring. Our struggle is to get our students motivated so that they see the need to earn credit and master the material. Our math teacher has built positive relationships with our students and goal this year is help them set, plan, and complete their math goals each week. Helping them to understand the need to master the material. Our math teacher was trained in the Bridge to College Math course this summer and we have one period a day in our schedule for seniors who have not passed the SBA/math.

## SBA DISAGGREGATION DATA

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10.  
If n<10, enter an asterisk (\*).

Sub-Groups	GRADE 10 English Language Arts						Grade 10 Math						Grade 11 Science		
	ELA 2016	WA 2016	ELA 2017	WA 2017	ELA 2018	WA 2018	Math 2016 **	WA 2016	Math 2017 **	WA 2017	Math 2018	WA 2018	WCAS 2018	WA 2018	
Male	All 70.9%	71.9%	S	69.2%	All 94%	64.7%	S	21.9%	All 7.1%	14.9%	All 36%	40.1%	40%	31.7%	
Female	S	79.3%	S	78.1%	S	74.5%	S	20.5%	S	14.3%	S	41.1%	13.3%	28.7%	
Am Ind/Alaska Nat	S	57.2%	S	49.9%	S	43.2%	S	11%	S	9.2%	S	17%	S	17.7%	
Hispanic/Latino	S	62.8%	S	60.3%	S	53.4%	S	12.8%	S	9.1%	S	21.4%	S	18.8%	
Two or More Races	S	77.6%	S	76.9%	S	71.3%	S	21.4%	S	15%	S	41.4%	S	32.4%	
White	S	80.4%	S	78.9%	S	76.2%	S	24%	S	16.7%	S	46.8%	S	34.6%	
Low Income	S	63.1%	S	59.4%	S	53.6%	S	13.4%	S	9.7%	S	22.5%	S	21.4%	
Special Ed	S	36.0%	S	23.5%	S	21%	S	S	S	S	S	5.3%	S	8%	
<b>Ninth Graders on Track* n = ____</b>	Sem 1	Sem 2	<b>Cohort 4-Year Graduation Rate</b>				2014	2015	2016	2017	2018				
All			Adjusted 5-year				45.5%	42.4%							
Male			Adjusted 4-year					34.6%	34.5%						
Female			<b>Credit Recovery</b>												
Am Ind/Alaska Nat			Classes attempted												
Hispanic/Latino			Classes recovered												
Two or More Races															
White															
Low Income															
Special Ed															

\*Percent of ninth graders who earned credit for all attempted courses.

\*\*Year to date

Sub-Group	Freshmen (2022)		Sophomores (2021)			Juniors (2020)			Seniors (2019)		
	Feb	Jun	Sep	Feb	Jun	Sep	Feb	Jun	Sep	Feb	Jun
All	100%!		26%			36%			30%		
Male											
Female											
Am Ind/Alaska Nat											
Hispanic/Latino											
Two or More Races											
White											
Low Income											
Special Ed											

**Observations & Implications:**

**English Language Arts (ELA)** Lincoln is the alternative high school that enables students to get a second chance and get back on track to graduate. Beginning in 2017 all 5<sup>th</sup> year seniors were required to enroll at Lincoln. Because of these two factors the majority of our students are lacking in credits. 90% of our student are lacking credits in ELA and social studies. Their schedule requires that they not only take English and social studies in class, but it requires them to either qualify for Credit Recovery or they need to take an online class if they wish to earn extra credits to graduate.

**Math**

Students who come to Lincoln have documented gaps in their math education. Because of attendance, behavior, social or emotional reasons the majority of our students are lacking the skills necessary to be successful in both algebra and geometry. Because of this, the majority of our students need both remedial and on grade level math classes. Students who struggle in math often make lower progress than students who don't struggle. In order for students to be more successful in math they need to make better progress in their math classes so that they can learn the material which will enable them to be successful on state assessments and college entrance exams. We have to balance scheduling students in two math classes, while not burning them out.

Digital Learning Data (DLD) 2017-2018								
Alternative Learning								
# Student	# of Courses	# Classes Passed/ Percentage	#Classes Failed/ Percentage		Provider	Semester 1	Semester 2	Total
Semester 1	16	96%	4%		Peak	23	11	34
					Red Comet	15	37	52
					Edgeunity	0	0	0
Semester 2	9	91%	9%					

**DUAL CREDIT PARTICIPATION RATE**

	2015-16 N=1,178	2016-17 N=1,178	2016-17 State Avg.	2017-18		2015-16 N=1,178	2016-17 N=1,178	2016-17 State Avg.	2017-18
<b>At Least One Option</b>	0	0	0	0	<b>Tech Prep</b>	0	0	0	0
Male					Male				
Female					Female				
Am Ind/Alaska Nat					Am Ind/Alaska Nat				
Hispanic/Latino					Hispanic/Latino				
Two or More Races					Two or More Races				
White					White				
Low Income					Low Income				
Special Ed					Special Ed				
<b>Advanced Placement</b>	0	0	0	0	<b>Running Start</b>				6
Male					Male				0
Female					Female				6
Am Ind/Alaska Nat					Am Ind/Alaska Nat				1
Hispanic/Latino					Hispanic/Latino				
Two or More Races					Two or More Races				
White					White				5
Low Income					Low Income				100%
Special Ed									
<b>College in HS</b>	0	0	0	0					
Male									
Female									
Am Ind/Alaska Nat									
Hispanic/Latino									
Two or More Races									
White									
Low Income									
Special Ed									

*INTERNAL ACCOUNTABILITY SYSTEM DATA*

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

Analysis Tool/ Measurement Device	Results for 2017-18				Results for 2018-19			
		Reading	Math Alg/Geom	Science		Reading	Math Alg/Geom	Science
District Reading, Math and Science Winter Benchmark (percent of students at standard)	Grade	Benchmark	Benchmark	Benchmark	Grade	Benchmark	Benchmark	Benchmark
	9	❖	❖	❖	9			
	10	72%	❖	❖	10			
District Writing Benchmark Fall, Winter, Spring (percent of students at standard)		Writing				Writing		
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
	9	60%	❖	75%	9			
	10	75%	80%	❖	10			
Classroom-Based Assessments (percent of students at standard)		Classroom-Based Assessment				Classroom-Based Assessment		
	Grade	Social Studies	The Arts	Health/Fitness	Grade	Social Studies	The Arts	Health/Fitness
	9	❖	*	90%	9			
	10	60%	100%	❖	10			
	11	66%	100%	❖	11			
	12	50%	100%	❖	12			

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

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

<b>Summary Student Internal Accountability System Demographic Data (end-of-year data)</b>													
Internal Assessment Results for 2017-18 (EOY)						Internal Assessment Results for 2018-19 (EOY)							
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		
						<b>8</b>							1
9	146.93	85.73				3	9	7.0	98.86				
10	327.68	80.14				2	10	17.70	98.84				
11	480.19	82.11		1		3	11	35.09	98.67	1			1
12	1058.45	77.41		2	1	1	12	128.10	98.00	1			

(\*Trimester Reports will provide Year-to-Date data.)

<b>Summary of Student Support Services</b>								
Grade	Special Education			Homeless EOY Number of Homeless Students	504 BOY	504 +/-	504 EOY	Student Assistance Team (SAT)
<b>9</b>	1				1			
<b>10</b>	2							
<b>11</b>	6			1				
<b>12</b>	9			3	4			



## DEMOGRAPHIC SCHOOL DATA

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your school's grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary
Attendance Report	Percent of students present per day (2017-18).	9th - ... 10th - ... 11th - ... 12th – 85.73    80.14    82.11    77.41
Unexcused Absences	Total number of absences not excused (2017-18).	
Discipline Report	Summary of discipline activity for the building (2017-18).	Drugs/Alcohol:                      Court Petitions: 8 Tobacco:                              Expulsions: 1 Weapons:                              Short-term Suspensions: Fighting/Assaults:                  Long-term Suspensions:
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2017-18).	78.5%
Gender Report	Number of male and female students as reported by the 2017-18 OSPI School Report Card	Males: 27 Females: 46
Ethnicity Report	Percent of students by ethnic groups as reported by the 2017-18 OSPI School Report Card	American Indian or Alaskan Native: 8.2% Asian or Pacific Islander: 0 Black: 1.4% Hispanic: 2.7% White:    Two or More Races: 17.8%
Staff Report	Staff demographic data as reported in the 2017-18 OSPI School Report Card	Headcount: 5                      Average Years of Exp: 13.5 Overall Ratio: 1-20              Percent ≥ a Master's Degree: 60%

## AREAS OF STRENGTH AND CONCERN

**Directions:** Review the specific subtests for the SBA, 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 SBA, 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 OF CONCERN
Class of 2018=20 students Part-time mental health support Graduation Support Online Learning opportunities Restorative Justice Circles LHS science scores higher than state LHS ELA scores higher than state On-time graduation rates have increased over the last five years. Strong PBIS school-wide system in place Students can earn extra credits at the YMCA and William Shore Memorial Pool Small school means staff and students have a more personal relationship	Irregular attendance by many of Lincoln students 80% Free and Reduced population High rates of anxiety and depression Small staff, hard to provide a flexible schedule Increase number of students who are homeless Low number of parents want to be involved in school Majority of students come to Lincoln behind in credits

# ACTION PLAN

## **Strategic Plan Focus Area #1: Powerful Teaching & Learning**

**Goal #1:** All students will graduate college, career, and life ready, with 21<sup>st</sup> century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

**Goal #2:** All staff model and teach 21<sup>st</sup> century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

<b>Lincoln High School English Language Arts</b>	<b>By May of 2019, 90% of students can produce effective and well-grounded writing for a range of purposes and audiences, 100% of the time, as measured by formative and summative classroom assessments throughout the year.</b>			
<b>Target</b>	<b>Strategy</b>	<b>Activities</b>	<b>COMPLETED</b>	
			<b>Yes</b>	<b>Comments</b>
Purpose/Organization: Organizing ideas consistent with purpose and audience.	All teachers will intentionally focus on instructional strategies that will improve students' ability to write with purpose and organization. This will be taught and reinforced in all classes.	Teachers will use collaboration time to design a common rubric, using the rubric in order to teach to this target and to use when grading and looking at student work.	<input type="checkbox"/>	
Evidence/Elaboration: Providing supporting evidence, details, and elaboration consistent with focus/thesis/claim, source text or texts, purpose and audience.	All teachers will require students to show evidence and elaboration in assignments and assessments.	Teachers will work together to design assignments that can be used in all classes that will teach, reinforce and assess this target. Teachers will look at student work together.	<input type="checkbox"/>	
Conventions: Applying the convention of standard English; editing for grammar usage and mechanics to clarify the message.	English teacher will teach and all teachers will reinforce conventions in assignments and assessments.	All teachers will make conventions a part of their grading and assessment of student work.	<input type="checkbox"/>	

# ACTION PLAN

**Strategic Plan Focus Area #1: Powerful Teaching & Learning**  
**Goal #1:** All students will graduate college, career, and life ready, with 21<sup>st</sup> century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.  
**Goal #2:** All staff model and teach 21<sup>st</sup> century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

<b>Lincoln High School Math</b>		<b>By May of 2019, 50% of all algebra and geometry students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others, 100% of the time, on classroom assignments or tests, district or state assessments; as evidenced by a common rubric.</b>		
Target	Strategy	Activities	COMPLETED	
			Yes	Comments
All students will use the technique of breaking an argument into cases.	All teachers will use assessment data, curriculum and focused instruction to teach, reinforce and assess student progress towards this target.	All teachers will use collaboration time to develop a plan and instructional calendar to teach to this target. All teachers will teach this skill to students using their content area assignments and assessments to give feedback to students.	<input type="checkbox"/>	
All students will be able to construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.	All teachers will use assessment data, curriculum and focused instruction to teach, reinforce and assess student progress towards this target.	We will use the PLC process to develop content area assignments and activities that will teach and reinforce this skill for students. Together teachers will develop formative assessments in order to measure whether students are mastering material.	<input type="checkbox"/>	
Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	Math teacher will teach this skill and all teachers will reinforce, and assist students in using this skill in all content areas.	All teachers will teach this skill to all students using their content material to give students the ability to make connections between subject areas.	<input type="checkbox"/>	

## ACTION PLAN

**Strategic Plan Focus Area #2: District Culture**

**Goal #1:** Promote a safe, healthy, affirming, and welcoming learning environment.

**Goal #2:** Celebrate success through broad-based, varied media.

<b>Lincoln High School Culture</b>		By February of 2019, a weekly “academic recognition” program will be place to recognize students who are consistently passing all of their classes and earning credit. Success will be measured by looking at grades weekly and at the end of first semester and second semester.		
<b>Target</b>	<b>Strategy</b>	<b>Activities</b>	<b>COMPLETED</b>	
			<b>Yes</b>	<b>Comments</b>
Improve communication with parents regarding students’ grades.	Instead of inviting all parents to my after school tutoring support meetings, I will invite those parents who students are failing their classes.	Principal meets weekly with students who are failing Principal makes contact with parent to develop a plan Students takes weekly grade report home	<input type="checkbox"/>	
Improve daily attendance for students who are failing.	Collaborate with community members and families to put in place attendance incentives.	Develop an incentive program for students who turn their attendance around. Improve daily communications to families of students who are missing school. Principal works with CTB to help with students and families who need attendance support.	<input type="checkbox"/>	
Improve communications of students’ Academic Success.	Use technology, newspapers, and district communications directors to share Academic Success	Monthly School-wide Academic Recognition assemblies. Invite parents, community members, district communications director Improve school website	<input type="checkbox"/>	

## ACTION PLAN

**Strategic Plan Focus Area #3: Family & Community Engagement**

**Goal #1:** Create and promote a system that facilitates open and accessible communication between family, staff, students, and community.

<b>Lincoln High School Community</b>	Smart Goal: Collect data and conduct interviews with students, parents, and community members in order to develop a plan that will increase community and family engagement, by January 2019.			
<b>Target</b>	<b>Strategy</b>	<b>Activities</b>	<b>COMPLETED</b>	
			<b>Yes</b>	<b>Comments</b>
Develop Survey to use with community members and families.	Use collaboration time to develop a survey to give to community member and Lincoln families to determine how to increase involvement.	Conduct in person interviews with parents, students and community members to collect data.	<input type="checkbox"/>	
Organize more school activities that bring community and families to school.	Work with student leaders to organize and plan, school-wide activities	Weekly ASB meetings to organize monthly Family and Community activities	<input type="checkbox"/>	
Improve communication with families and community members	Use technology to better communicate with families and community members and businesses.	Improve school website Send monthly newsletter and calendar to community members Invite community member and families, once a month to Lincoln for lunch with the principal.	<input type="checkbox"/>	

## NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

**Directions:** Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
All 9 <sup>th</sup> grade students and students who transfer to Lincoln who have not yet earned a .5 credit in health will contract health to meet that graduation requirement.	Year-long Classes	Principal	<input type="checkbox"/>	
YMCA and William Shore Memorial Pool will be used as facilities for students who wish to earn Physical Education credits for graduation.	Year-long Contracts	Principal	<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	
			<input type="checkbox"/>	

# CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** 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	2012	2013	2014	2015	2016	2018
Clear & Shared Focus	73%	93%	*	71%	76%	80%
Effective School Leadership	69%	80%	*	66%	80%	87%
High Standards & Expectations	87%	88%	*	63%	76%	86%
High Levels of Collaboration and Communication	74%	80%	*	69%	81%	82%
Supportive Learning Environment	78%	96%	*	84%	85%	82%
Frequent Monitoring of Teaching and Learning	70%	73%	*	45%	74%	78%
Focused Professional Development	73%	55%	*	44%	75%	75%
Curriculum, Instruction, and Assessment Aligned with Standards	63%	73%	*	55%	67%	83%
High Levels of Community & Parent Involvement	59%	81%	*	67%	45%	65%
Staff Willingness to change	42%	86%	*	60%	77%	82%



# CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** 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	2012	2013	2014	2015	2016	2018 n=143
Clear & Shared Focus	69%	75%	77%	71%	68%	62%
Effective School Leadership	73%	72%	83%	74%	75%	70%
Frequent Monitoring of Teaching and Learning	79%	74%	77%	66%	68%	67%
High Standards & Expectations	91%	89%	90%	90%	86%	83%
High Levels of Collaboration and Communication	71%	75%	76%	69%	73%	67%
High Levels of Community & Parent Involvement	51%	56%	60%	50%	55%	57%
Supportive Learning Environment	80%	77%	80%	75%	81%	67%

# 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.

**Remediation:** Students who need extra support in math are scheduled in two math classes. One class for remediation and one to teach either algebra or geometry. Bridge to College Math class is offered for seniors who haven’t passed the SBA/math. Before and after school math support provided by math teacher. Once a month 4-hour Lock Ins for students who need extra support in math.

Students who need extra support in English are given extra help before and after school, provided by the teacher. Para support is available in class to support students. Students who need extra credits in English to graduate are given support such as: credit recovery; either through LHS, PAHS or online. Students can also take online English courses to earn credits, as well as contract English with the teacher.

All students have assessed to at least once a month four hour “lock ins.” Locks Ins are staffed by teachers and paras and allow student time to finish missing assignments, re take and make up quizzes, get tutoring from teachers or extra help from paras or the principal. At the end of each of these “lock ins” the principal schedules a meeting for parents so that they can learn about how they can help their student pass their classes and graduate.

**Enrichment:** Students contract with teachers classes that enrich their education and push their thinking. Students are also able to take online classes for enrichment. Staff intentionally organizes and plans All-school field trips to enrich the educational experience of all students. Trips have included, Seattle Science Center, Seattle Art Museum, Makah Museum, Burke Museum and University of Washington. These field trips have been paid for using Grant money from the PA Education Foundation. This year we are writing a grant to take all students to Olympia to visit the capitol building and our State Representatives and Senators. Lincoln students are able to take classes at Port Angeles High School and Peninsula College for enrichment as well. Lincoln students also participate in Running Start.

## COORDINATION AND INTEGRATION

**Directions:** Please identify all of your school’s professional development activities and resources you plan to use this year. Identify the funding source along with your budget estimates. Review the example below:

<b>Sample Plan Illustrating How to combine Funds in Schoolwide Plan</b> These are the programs commonly combined in a Schoolwide Plan. This is not the only set of program funds that may be combined.		
Program	Amount Available	How Intents and Purposes of the Program will be Met
Basic Education	\$657,782	On-going PD in Restorative Justice, PBIS tier 2 and 3, trauma informed practices, PLC’s and ELA and Math.
Title I, Part A	\$36,480	Extra para support
Alternative Learning	\$42,000	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
State SpEd	\$57,545	Our District doesn’t have this category.
HP LAP	\$20,056	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.
Federal Native Am	\$7,325	Local levy revenue may be combined in school wide programs.
<b>Total</b>	<b>\$2,139,476</b>	

## COORDINATION AND INTEGRATION

**\*Budget Categories: Basic Education, Title I, Title II, LAP, High Poverty Lap, Other**

<b>Budgeted Amount</b>	<b>Professional Development Activity</b>	<b>Description of Participating Staff</b>	<b>*Budget Category</b>
\$657,782	On-going PD in Restorative Justice, PBIS Tier 2 and 3, trauma informed practices, Professional Learning Communities, ELA and Math	All staff	<b>State Basic</b>
\$42,000	Included in above listed PD, in addition send one person to the Spring WALA conference.	All teachers, Principal	<b>Alternative Learning</b>
\$57,545	Included in above listed PD in addition, PD in inclusion and behavior modification.	Special Education teacher, counselor	<b>State SpEd</b>
\$36,480	Extra para support in math and ELA. After school tutoring, parent meetings and professional development for para educator, math and ELA teacher	Chris Edwards, Tyler Jones, DeAnn Manwell	<b>Title 1A</b>
\$20,056	Graduation support for 11 <sup>th</sup> and 12 <sup>th</sup> grade students who are behind in credits. Online support, summer school.	Cindy Rogers, Cindy Crumb, principal	<b>HP LAP</b>
\$7,325	Native American Interventionist Support/PD	Jessica Elofson	<b>Federal Native Am</b>

# 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
Principal	Cindy Crumb	
Parent		
Parent		
Community Member		
Student		
Student		
Classified Staff	Cindy Rogers	
Certificated Staff	Tyler Jones	
Certificated Staff	Everett Young	
Certificated Staff	Sandi MacIntosh	
Assistant Superintendent	Chuck Lisk	
Superintendent	Martin Brewer	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____