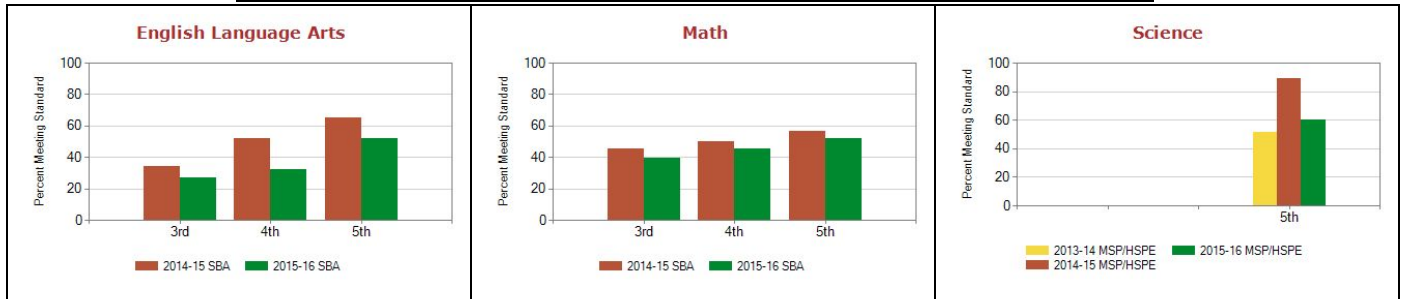


# Lincoln Elementary School Improvement Plan 2016 - 2017

<b>Enrollment</b>	298
<b>Free/Reduced Lunch</b>	30.9%
<b>Special Services</b>	18.8%
<b>English Language Learners</b>	1.0%
<b>Unexcused Absence Rate</b>	0.4%
<b>Suspensions</b>	6

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



## Communication Goal:

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

## Achievement Goals:

### ELA:

- Inspire in all students a love of reading & writing.
- Staff will implement Lucy Calkins' Units of Study Curricula for reading & writing instruction.
- Teachers will administer running record assessments to all students twice per year, as developmentally appropriate.
- Administer DIBELS reading assessments 3 times per year at all grade levels.
- Administer MAP in the fall and spring.
- Administer SBA in the spring.
- In the fall, identify students who need additional help and provide strategic support using Read Naturally and Headsprout.
- Continue to support speaking & listening skills through morning meeting, Math Talks, and assembly presentation.
- Primary teachers will increase phonics instruction.
- As per ELA Common Core Standards, increase instruction and time reading non-fiction texts.
- Build stamina by writing daily 20-50 minutes per day, depending on the grade level.
- Integrate Habits of the Mind to meet the needs of HiCap Students.

<p style="text-align: center;"><b>ELA SPED</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all GenEd teachers have access to the COW to support ELA learning.</li> <li><input type="checkbox"/> Increase reading fluency instruction using Read Naturally.</li> <li><input type="checkbox"/> Include SpEd students in GenEd lessons &amp; read-aloud whenever possible.</li> </ul>	<p style="text-align: center;"><b>ELA POVERTY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide after school tutoring opportunities for students in poverty.</li> <li><input type="checkbox"/> Washington Reading Corps employees will provide reading interventions.</li> <li><input type="checkbox"/> Increase direct instruction around vocabulary.</li> <li><input type="checkbox"/> Provide support for students &amp; families who need extra time with homework &amp; projects.</li> </ul>
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<p><b>MATH:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach mathematical practices that strengthen math fact fluency using Bridges and other District resources.</li> <li><input type="checkbox"/> Provide after school math support to struggling 4<sup>th</sup> and 5<sup>th</sup> graders.</li> <li><input type="checkbox"/> Teachers will provide pre and post Bridges assessment data to the principal for each unit.</li> <li><input type="checkbox"/> Increase instruction of diverse math strategies.</li> <li><input type="checkbox"/> Use manipulatives to develop mathematical thinking and expression.</li> <li><input type="checkbox"/> Continue to use strategies for student discourse.</li> <li><input type="checkbox"/> Administer MAP in the fall and spring.</li> <li><input type="checkbox"/> Administer CGA to kindergarten students in January and April.</li> <li><input type="checkbox"/> Administer SBA in the spring.</li> </ul>	
<p style="text-align: center;"><b>MATH SPED</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include SpEd students in GenEd curriculum whenever possible.</li> <li><input type="checkbox"/> Use Bridges intervention curriculum to supplement and support classroom instruction.</li> <li><input type="checkbox"/> Utilize Connecting Math Concepts curriculum.</li> </ul>	<p style="text-align: center;"><b>MATH POVERTY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide directions in multiple ways to support diverse learning styles.</li> <li><input type="checkbox"/> Increase direct instruction around vocabulary.</li> </ul>

<p><b>SCIENCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use wetland, native garden &amp; garden to foster a sense of wonderment &amp; awe about the natural world.</li> <li><input type="checkbox"/> Increase opportunities for data collection, measurement, and analysis.</li> <li><input type="checkbox"/> Use inquiry and hands-on experience to teach students how to solve scientific problems &amp; engineering.</li> <li><input type="checkbox"/> Hold a science fair requiring all 5th grade students to participate.</li> <li><input type="checkbox"/> Model thinking skills in the context of science: Observation, Compare and Contrast, Analyze, and Inquiry.</li> <li><input type="checkbox"/> Incorporate next generation science standards into the science program.</li> <li><input type="checkbox"/> Administer MSP in the spring.</li> </ul>	
<p style="text-align: center;"><b>SCIENCE SPED</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate to meet students' needs.</li> <li><input type="checkbox"/> Provide hands-on experiences in which all students can participate.</li> <li><input type="checkbox"/> Create intentional partnerships to support engagement.</li> </ul>	<p style="text-align: center;"><b>SCIENCE POVERTY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support families on science fair projects.</li> </ul>

**P Professional Growth Goal:**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Development offered at Lincoln Options will be connected to the SIP and the 3-5 year plan.</li> <li><input type="checkbox"/> Use Early Release to support teacher collaboration.</li> <li><input type="checkbox"/> Use weekly paraeducator meetings and Special Education team meetings to analyze student data and problem solve collaboratively.</li> <li><input type="checkbox"/> Provide 9 hours of staff development around Reading &amp; Writing Units of Study.</li> <li><input type="checkbox"/> Continue Studio Days twice this year, with a teacher-selected focus on math or reading.</li> <li><input type="checkbox"/> Continue staff development around diversity, Habits of Mind, &amp; Project-based learning.</li> </ul>
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## **S**afety Goal:

- All staff will wear District ID badges in our school on a daily basis.
- Use safety locks.
- Reinforce that all children are to be picked up in the office or at the classroom by a designated adult.
- Emergency drills are scheduled in the year-long calendar.
- Staff will have a Level 2 Emergency Drill once this year.
- Ensure all visitors and volunteers to the building sign in at the office and wear a name badge.
- Install a long stop sign at the main entrance reminding families to sign in at the office.

## **P**BIS:

- Train all teachers in Responsive Classroom & Glasser as soon as possible, to support common language and practices.
- Intentional use of problem-solving practices through Glasser's Choice Theory.
- Strategic use of Responsive Classroom's program The First 6 Weeks at the beginning of the school year.
- Intentional instruction & support in social emotional skill development.
- Focus on kind & appropriate behaviors.
- REcognize & respond when students are "doing the right thing".

## **S**TRENGTHS:

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

## **O**PPORTUNITIES FOR SCHOOL GROWTH:

- Continue as an alternative program that maintains the integrity of our Options educational philosophy.
- Continued need for advocacy to maintain our alternative program and our role within the district.
- Influx of new teachers requires intensive time commitment to teach and learn the culture and philosophy of the school.
- Implementation of Units of Study is intensive and requires significant time commitment from teachers.
- Implementation of Bridges is intensive due to the time commitment needed from teachers.
- Proactively planning alternative curriculum activities for students who opt out of testing.
- High percentage of students with special needs.
- Streamline to integrate WaKIDS.