

OLYMPIA SCHOOL DISTRICT

2010-11 School Performance Report

Lincoln Elementary School

2010-11 School Facts

Based on the October 2010 enrollment report, there were 296 students enrolled at Lincoln Elementary with an ethnic composition of:

- | | |
|-----------------------------------|-------|
| ■ African American | 1.0% |
| ■ American Indian/ Alaskan Native | 1.0% |
| ■ Asian/ Pacific Islander | 3.7% |
| ■ Caucasian | 84.5% |
| ■ Hispanic | 4.4% |
| ■ Two or More Races | 5.4% |

Student Demographics:

- 47.3% male students
- 52.7% female students
- The student attendance rate is 91.96%
- Students who qualify for free or reduced-price meals: 31.1%
- Students who qualify for Special Education: 13.6%

Lincoln has a total of 17 classroom teachers

- Average years of teacher experience: 14.8
- Teachers with at least a Master's Degree: 82.4%

Adequate Yearly Progress

- All of our teachers are highly qualified. Lincoln meets the Adequate Yearly Progress (AYP) for the federal No Child Left Behind Act.

Under the direction of the No Child Left Behind (NCLB) Act, the Olympia School District is now in District Improvement Step One for not meeting Adequate Yearly Progress (AYP) for two consecutive years in Reading at the elementary school level, Reading for Low-Income students and Math for Special Education students at the middle school level, and Math for Low-Income students at the high school level. The OSD has created an Improvement Team to address these areas of concern. Parents and community members are encouraged to assist the District with its endeavors to improve student achievement by getting involved with their local school. For more information, contact the Communications & Community Relations Department at (360) 596-6103.

213 21st Avenue SE
Olympia, WA 98501
360.596.6400

Bill Lahmann, Superintendent
Marcela Abadi, Principal

About Our School

The Options Program offers an alternative approach to elementary education that is a choice for students in the Lincoln service area and Olympia School District. The program provides a unified model for grades K-5 that respects how children learn and view learning as a collaborative effort of staff, students and parents. Attributes of the Options Program include:

- Social-emotional growth and academic growth are equally valued;
- Children stay with the same teacher in multi-age classrooms for two years or more to support their learning and strengthen the family-school relationship;
- Learning is integrated through concept development;
- Multiple intelligences, cooperation, social justice and sustainability are taught and practiced; and,
- Parents are vital to sustaining the Options Program and are involved in governance, as partners supporting learning in the classroom, enrichment activities, field trips, fund raising and social events.

MEASUREMENTS OF STUDENT PROGRESS

Students in grades 3-5 are required to take an annual state assessment. The scores represent the percent of students meeting the Measurements of Student Progress (MSP) standards.

2009-10 3rd Grade MSP 2010-11 3rd Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	71.7	82.6	72.0	84.6	85.0	73.1
Math	52.3	69.1	61.7	61.5	72.7	61.6

2009-10 4th Grade MSP 2010-11 4th Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	70.9	79.2	67.1	63.0	80.8	67.3
Writing	47.3	66.1	61.0	76.1	74.1	61.4
Math	30.9	63.4	53.6	39.1	69.5	59.3

2009-10 5th Grade MSP 2010-11 5th Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	80.0	83.5	69.5	76.8	78.2	67.7
Math	51.0	57.6	53.6	50.0	68.4	61.3
Science	49.0	43.7	34.0	69.6	67.9	55.7

MEASURES OF ACADEMIC PROGRESS (MAP)

(RIT) (150-270)

	2009-10			2010-11		
	Our School	Our District	National Norm	Our School	Our District	National Norm
Reading Grade 5	220	216	212	216	217	N/A
Math Grade 5	223	222	220	216	222	N/A

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

Continuing strategies:

- ◆ Provide a daily dose of a variety of reading for read aloud—poetry, fiction and non-fiction.
- ◆ For many students learning to read, teachers will send books from school to home for extra practice.
- ◆ Primary teachers will teach the following thinking skills during reading instruction: Compare and Contrast, Sequencing, Predicting, and Observation.
- ◆ Intermediate teachers will provide instruction and practice using the following thinking skills during reading instruction of literary texts: Cause and Effect, Inferring, Finding Evidence, Summarizing, and Analysis.
- ◆ Use First Steps continuum to inform and set goals for individual children.
- ◆ Teach multiple decoding strategies for reading including: chunking; sounding out; and context clues; predicting; go back to beginning of sentence and try again, etc.
- ◆ Identify parents, volunteers and work-study students in every class who could come and read with children individually or in small groups for extra instruction or practice.
- ◆ For identified students, use interventions such as ReadWell, REWARDS, Read Naturally, and Reading Mastery.

New strategies:

- ◆ Develop a planning form to bring clarity and commitment to the teaching of thinking skills and intelligent behavior across grade-levels.
- ◆ Increase the teaching of Inferring and Analysis. These are areas identified from our conversation with Alice Burman from test scores.

2011-12 DISTRICT OPERATING BUDGET

INCOME

Local, Taxes.....	\$19,777,148.....	23.72%
Local, Non-tax.....	\$3,657,058.....	4.39%
State, General.....	\$44,498,298.....	53.37%
State, Special.....	\$8,889,070.....	10.66%
Federal.....	\$6,058,171.....	7.27%
Other.....	\$495,362.....	0.59%
Total.....	\$83,375,107.....	100%

EXPENDITURES

Salary Costs.....	\$71,303,444.....	82.40%
Supplies/Equipment.....	\$7,532,559.....	8.70%
Purchased Services.....	\$7,547,901.....	8.72%
Travel.....	\$134,527.....	0.16%
Capital Outlay.....	\$18,000.....	0.02%
Total.....	\$86,536,431.....	100%

Expenditure per Student FTE.....\$10,094.07

You Are Invited

The Olympia School District welcomes and encourages volunteer involvement from parents and other members of the community. Every year, more than 3,600 citizens donate their time to Olympia schools, giving nearly 150,000 hours. Examples of volunteer work include tutoring students, helping out in school libraries or offices, assisting teachers with daily assignments or special projects, being a guest speaker, serving as an Art Partner or Lunch Buddy and serving on School-Based Management Councils, planning or advisory committees. To volunteer, drop by or call Lincoln Elementary School at 596.6400.

FOR MORE INFORMATION

If you would like more details about student achievement and demographics or to view the No Child Left Behind report for Lincoln Elementary School, visit the OSPI Website at www.k12.wa.us and click on the School Report Card.

For other information about **Lincoln Elementary School**, please call 596.6400 or visit the Olympia School District website at <http://osd.wednet.edu>.

- ◆ Share at staff meetings, on rotating basis, what we are doing to teach thinking skills.
- ◆ Use grade-level passages from Qualitative Reading Inventory for fall and spring assessments.
- ◆ Intermediate teachers explicitly teach the skills of reading, as per Lucy Calkins; i.e. inferring about the character, learning to ask critical questions, interpreting author's purpose, empathizing or making connections to experiences in one's own life, using prior knowledge, etc.

GOAL AREA 2: MATHEMATICS

Continuing strategies:

- ◆ Use OSPI New Math Standards as a guide for grade-level curriculum planning throughout the year.
- ◆ Provide more direct instruction on geometry & geometric vocabulary for each grade-level before spring MSP in a developmentally appropriate way.
- ◆ Increase experiences with fractions earlier in the year (before spring MSP) in a developmentally appropriate way.
- ◆ Increase experiences for grades 3, 4, & 5 with decimals earlier in the year (before spring MSP) in a developmentally appropriate way.
- ◆ Develop common language for comparing units of measurement—i.e. the tip of my finger is one inch; my arm span is about 3 feet, etc.
- ◆ Provide students with experiences in conversion of units of measurement (i.e. inches to feet, cm to inches, etc.)
- ◆ Combine/unify K-5 strategies for 6 star answers.
 - Use equations
 - Use manipulatives
 - Use work to explain problem solving
 - Use pictures, graphs, etc.
 - Label clearly
 - Work is neat and readable
- ◆ Increase instruction and learning experiences for all students in collecting organizing and analyzing data.
- ◆ Give children developmentally appropriate math problems using algebraic thinking such as: change unknown, start unknown and end unknown mathematical strategies.
- ◆ Students will have opportunities to apply their math concepts to real life situations throughout the year.

New strategies:

- ◆ Teach test taking strategies for multiple choice questions
- ◆ Give children more opportunities to read and follow multiple step complex directions.
- ◆ Working with TESC faculty Anita Lenge and Sunshine Campbell on High-Level Practices for teachers.
- ◆ We have scheduled three Studio Days for collaborating and working on High-Level Practices.
- ◆ Use ORIGO to master computation for K,1,2 grades
- ◆ Use Common Core Standards for grade K-1

GOAL AREA 3: WRITING

Continuing strategies:

- ◆ Continue staff development on Lucy Calkins' Writers' Workshop to improve our understanding of her strategies and the writing process.
- ◆ Use the First Steps Writing Continuum to specify development stepping-stones to quality writing.
- ◆ Commit to Writers' Workshop in a developmentally appropriate way four times a week and to using the writing process:
 1. Choose a topic
 2. Rehearse
 3. Draft
 4. Revise
 5. Edit
 6. Publish
- ◆ Conference with students to provide continuous feedback and goal setting.
- ◆ Continue to increase modeled writing for all students.
- ◆ Use Writer's check list and MSP terminology throughout the year to prepare students for taking the MSP test.
- ◆ Continue sharing student writing at assemblies and at staff meetings.

New strategies:

- ◆ Daily practice to develop context organization and style per Lucy Calkins and the writing process.
- ◆ For intermediate students: provide more practice writing from prompts, emphasizing prewriting revision for clarity and conventions.

GOAL AREA 4: SCIENCE

Continuing strategies:

- ◆ Continue to provide meaningful, rich, hands-on experiences in science activities.
- ◆ Increase children's experiences in writing science observations.
- ◆ Increase opportunities for data collection using measurement.
- ◆ Incorporate and integrate place-based ecological curriculum fostering Ecological Literacy concepts.

New strategies:

- ◆ Instruction will distinguish the difference between science and technology.
- ◆ Expose students to the value of science and technology. Offer students experiences in solving problems and deciding what technological tools to use in problem solving.

Lincoln Elementary School Mission Statement:

Options is a community committed to learning, kindness and celebration.

Olympia School District Mission Statement:

We will create, in partnership with our staff, families and community, challenging opportunities for all students to be successful as they become responsible and contributing citizens and masters of the knowledge and skills essential for life-long learning in our changing and diverse world.



Legal Notice

The Olympia School District complies with all federal rules and regulations and does not discriminate on the basis of race, sex, age, color, national origin, sexual orientation, marital status or disability and does not tolerate sexual harassment. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures may be directed to the School District Title IX RCW 28A.640 Officer, Jeff Carpenter (360) 596-8544, and Section 504 and ADA Coordinator (360) 596-7530, Knox Administrative Center, 1113 Legion Way SE, Olympia, WA 98501.