

OLYMPIA SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN (S.I.P.'s)
2007-2008

SCHOOL: Lincoln Elementary (Options)

INTRODUCTION

Options at Lincoln is a district-wide alternative program within Olympia School District. The Options Program is offered to families in the Lincoln service area and to families throughout Olympia School District through a yearly lottery process. The Options Program Philosophy is based on the following core beliefs:

- *Each child is a unique being who develops at an individual pace and has distinct interests.
- *Curiosity and creativity are innate in all children, and a school can enhance the child's natural drive to explore and experiment in the real world.
- *Thought and expression develop out of experience.

The practices of the Options Program are based on:

- Developmental Theory,
- Integrated Curriculum
- Parent and Family Involvement
- Academic, Physical and Social Emotional Growth.

Our School Improvement Plan is based on this philosophy and strategies for improvement are based on these practices. Our plan focuses on the academic measures because they are readily monitored through assessments at the building and state level.

We analyzed our WASL scores over time to identify patterns, we used the current First Steps Continuums in Reading, Writing and Spelling, and we evaluated student work. This information translated into action plans in reading, writing and math. We believe that all children can show continuous improvement so many goals are written for all children. We also have identified specific groups for focused attention and support. Our building Staff Development Plan is tightly linked to our School Improvement Plan and building resources are allocated to accomplish these goals.

GOAL 1: READING

Increase the percentage of 4th grade students who meet the state standard in Reading to 87% in 2008.

Action Plans

- ◆ Teach specific vocabulary of directions. Teach strategies to read and follow multiple –step directions.
- ◆ Primary teachers teach the following thinking skills during reading instruction: Compare and Contrast, Sequencing, and Predicting.
- ◆ Intermediate teachers provide instruction and practice using the following thinking skills during reading instruction of literary texts: Cause and Effect, Inferring, Finding Evidence and Summarizing.
- ◆ Grades K-2 practice responding orally to a variety of texts.
- ◆ Grades 3-5 practice reflecting and writing responses to a variety of texts.
- ◆ All learners are placed on the First Steps Reading Continuums to individualize instruction.
- ◆ Implement “Rapid Reading” tutoring strategies for Olders to tutor Youngers.
- ◆ Generate tutoring criteria to give direction and evaluate effectiveness of “Rapid Reading.”

GOAL 2: WRITING

Increase the percentage of 4th grade students meeting state standard in writing to 70% in 2008.

Action Plans

- ◆ Generate topics of high interest to motivate male writers.
- ◆ Attend Linda Christensen literacy workshop on Social Justice through literacy to motivate writing for all children.
- ◆ Increase modeled writing to introduce and increase expository writing for intermediate learners.
- ◆ Model editing for primary learners and increase editing practice for intermediate learners.
- ◆ All learners present writing pieces at Assembly throughout the year.
- ◆ Specifically teach paragraphing, elaboration, supporting details and conclusions to all intermediate learners.
- ◆ All learners placed on First Steps Continuums to individualize instruction. Place all primary learners on new writing/spelling continuum to inform instruction.
- ◆ Initiate Staff Development on new First Steps Writing and Spelling continuum.
- ◆ All staff teach and model the Writer’s Workshop four times per week, to include all steps of the writing process.

- ◆ Identify all Phase IV, Conventional, writers in January and provide additional expository prompts and practice for WASL released prompts.
- ◆ Evaluate student's writing using the WASL rubric, which reflects the Six Traits Writing components.
- ◆ Develop writing criteria for projects related to our all school theme so that learners can evaluate and modify their writing.

GOAL 3: MATH

Increase percentage of 4th grade children meeting state standard in mathematics to 80% in 2008.

Action Plans

- ◆ Practice computation skills with focus on target numbers in all K-2 classrooms.
- ◆ K-2 staff teaches estimation strategies by comparing to a fixed entity.
- ◆ 3-5 staff teaches a variety of estimation strategies.
- ◆ Learners practice strategies for number computation up to 20 using manipulatives, neighbors, fast 9's, number families.
- ◆ K-1 staff introduces mathematical vocabulary through modeling using pictures, tally marks, and stories.
- ◆ 2-3 staff introduces, and learners practice, "5 Star" answers, focusing on sequencing answers, drawing pictures and labeling.
- ◆ 4-5 learners practice "5-Star" answers including numbers to clarify thinking.
- ◆ All staff participates in 9 hours of First Steps in Math with our building trainers.
- ◆ Place all learners on First Steps continuums to inform instruction.

WORK TO BE DONE IN AREAS IMPORTANT TO OUR SCHOOL

SAFE AND INCLUSIVE SCHOOL:

Our school rule, “You can’t say you can’t play” is the basis for our work. This means everyone has a place to work, learn and play without being rejected. We also believe that all ages can learn from and work with each other, so Youngers have an older Buddy who they sit with at Assembly, read with and do community service with on a weekly basis.

For the past five years, Social Justice has been a component of our Staff Development Plan. Last year the focus was of poverty issues and strategies for how to better teach all children. We learned poverty definitions and what resources and who in the district can support this inclusion. Adult intervention when children are interacting is the most powerful tool for creating a safe environment for children.

There is always work to be done in this area. In the 2007-2008 school year we will continue staff development on Social Justice and we will be creating a clearer collective message for families about what is expected in our community and what the families can do to support this work. Teachers will include this information in their September class meetings and class newsletters throughout the year.

TARGETED ASSISTANCE:

Generally, our learning goals are written for all children. In addition, we are specifically working to motivate males in writing. We are also identifying fourth grade writers who are in the Phase III, Early Writing, and providing intensified individual instruction.

TECHNOLOGY IMPLEMENTATION:

We believe that Olders, in grades 3-5, are ready to use technology. Youngers, in grades K-2, need to be constructing knowledge in the physical world. Therefore, Olders have historically had more computer and technology access at our school. This year, Olders will practice keyboarding in their classrooms ten minutes per day. Joan, our Technology Support person, will provide a series of interest-based classes for Olders throughout the school year. Some of these will involve whole class work on specific technology standards and some will be choice classes that children choose to participate in during their free time. Through the Peer Coaching program, Joan is coaching eight staff members who are working to integrate technology into their daily instruction. These staff are working on moving to tier 2 of the technology rubric.

PARENT/COMMUNITY INVOLVEMENT ACTIVITIES TO IMPROVE STUDENT LEARNING:

Lincoln Options continues to have a strong family support base and strong community ties. Volunteers assist as helpers in every class, they plan field trips, they monitor children on the playground, and they present their skills and talents in support of the curriculum. They serve on the Community Council, work in the garden and attend School Board Meetings. In addition:

*The Options Community Council is a robust organization with 20 school community members and three staff members.

*The Council works from a Five Year Plan, The Options Design for Learning II. This document identifies eight Initiatives that our school community agrees to support with all resources, time, energy and dollars.

*We are associated with Thurston Santo Tomas Sister Association. Our Options Community Council supports our sister school relationship with Ruben Dario school in Santo Tomas, Nicaragua. We have a \$1000 line item in our council budget to provide shoes, books and uniforms so children can attend school at Ruben Dario.

- Each class publishes weekly classroom newsletter and parents publish a monthly school newsletter, the Opus.
- Each teacher hosts an evening potluck before school starts in August to meet children and families, a parent meeting in September, and 2-4 additional parent meetings to discuss curriculum, class trips and sessions on how to help in the classroom.
- Families that are new to our school are matched to a family familiar with Options in a mentor relationship. The mentor family contacts and welcomes the new family and offers support throughout the first few months of the school year. Our Options Community Council orchestrates this program.
- We celebrate many traditions at our school. This year, at our September Harvest Festival, children cooked food from our garden and we served lunch to more than 400 people.
- Classes ride the 'DASH' bus for many local fieldtrips, supporting city transit and our emphasis on sustainability.
- Classes perform service in the community: they glean from local farms and gardens and send the food to the Food Bank, they work to sort and bag food at the Food Bank, they initiate projects to collect food, blankets, personal supplies, pet supplies and food for the animal shelter and they plant trees and bulbs with the city of Olympia.
- Many classes go on overnight field trips in the fall to build community with the families.
- We host several parent education classes throughout the year.
- We host our own all school "Art Walk" in May for the entire community.

The welcoming and connecting with families continues to be our work. Through our staff and council work, we are focusing on the issues of poverty and class. Our guiding question is how can we modify our system so ALL parents and children are welcome and comfortable at our school? We acknowledge that schools are primarily middle class institutions. Therefore, we are working to identify system changes that will support this goal.

