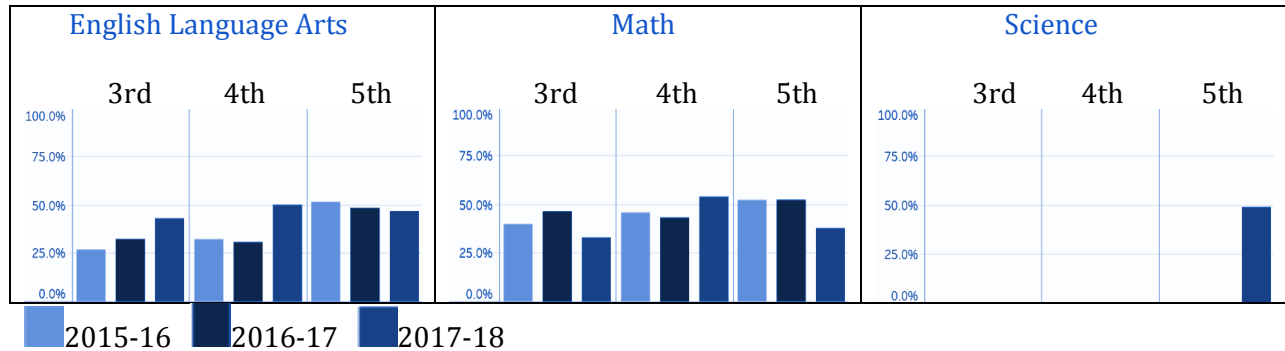


2018-19 Lincoln School Improvement Plan

Enrollment	278
Free/Reduced Lunch	21.4 %
Special Services	22.5%
English Learners	1.4%
Unexcused Absence Rate	0.4752%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
3 rd	27%	32%	42.8%
4 th	31.9%	30.5%	49.9%
5 th	51.6%	48%	46.6%

Math

GL	2015-16	2016-17	2017-18
3 rd	39.5%	46%	32.6%
4 th	45.2%	42.8%	53.6%
5 th	51.7%	51.9%	37.7%

Science

GL	2015-16	2016-17	2017-18
3 rd	---	---	---
4 th	---	---	---
5 th	---	---	48.8%

COMMUNICATION GOALS:

- Teachers will communicate with families about Habits of Mind to teach 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 and school-wide 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 family education nights.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

- Inspire in all students a love of reading and writing.
- Staff will continue to implement Lucy Calkins' Units of Study curricula for reading, writing, and phonics curriculum.
- Staff will administer running record assessments to all students twice per year.
- Administer DIBELS reading assessments three times per year to all kindergarten and first graders

and students identified by teachers.

- In the fall identify students who need strategic reading support and use Read Naturally and Headsprout administered by Washington Reading Corps.
- Continue to support speaking and listening skills through morning meeting and school presentations.
- Per Lucy Calkins, build writing stamina by increasing volume throughout the year.
- Increase students' awareness and practice of the three modes of writing - informational, narrative, and opinion.
- By April 2019 students in second grade will advance at least one level in reading as measured by Lucy Calkins Running Records and Benchmark assessments.
- By April 2019 students identified as "strategic" in third grade will increase their fluency by 20 words per minute.
- Include special education students in general education lessons and read-aloud whenever possible.
- Special education students have access to books at their own level in classroom.

MATH ACHIEVEMENT GOALS:

- Foster the love of math through increased real life, project-based applications.
- Administer modified CGA to kindergarten and first grade students in January and mid-April.
- Teach mathematical practices that strengthen operational strategies and math fact fluency using Bridges and other district resources.
- Provide after school math support to struggling fourth and fifth graders.
- Teachers will provide pre and post Bridges assessment data to the principal for each unit grades two through five.
- Use manipulatives to develop mathematical thinking and expression.
- Continue to use practices to build students discourse.
- Teachers identify students needing intervention and collaboratively design instruction to meet the students' needs.
- By April 2019, 85% of students will be meeting standard in math as measured by pre and post unit assessments and classroom designed assessments.
- Use Bridges intervention curriculum to supplement and support classroom instruction.
- Utilize Connecting Math Concepts curriculum.
- Provide directions in multiple ways to support diverse learning styles.
- Increase direct instruction around academic vocabulary.

SCIENCE ACHIEVEMENT GOALS:

- Use wetland, native garden & garden to foster a sense of wonderment and awe about the natural world.
- Use inquiry and hands on experiences to engage in science and engineering practices.
- Integrate Habits of Mind into science education.
- Model thinking skills in the context of science: observation, compare and contrast, analyze, and inquiry.
- Increase opportunities for data collection, measurement and analysis.
- Hold a science fair requiring all fifth grade students to participate and encourage kindergarten through fourth grade student participation.
- Incorporate Next Generation science standards into the science program.
- Administer science assessment in the spring to fifth graders.
- Differentiate to meet students' needs.
- Provide hands-on experiences in which all students can participate.
- Create intentional heterogenous pairs to support engagement.

PROFESSIONAL GROWTH GOALS:

- Plan for staff development around standards for mathematical practice.

- Staff development offered at Lincoln Options will be connected to the SIP and the three-five year plan.
- Use Early Release to support teacher collaboration.
- Use weekly student support team meetings and special education team meetings to analyze student data and problem solve collaboratively.
- Provide three hours of staff development around reading and writing Units of Study.
- Continue Studio Days with a teacher-selected focus.
- Continue staff development around trauma, Units of Study in ELA, Habits of Mind, and Project-Based Learning.
- Once every three weeks, grade level teams collaborate for 40 minutes after assembly.

SAFETY GOALS:

- Implement new after-school dismissal plan to ensure all children are accounted for.
- All staff will wear district ID badges in our school on a daily basis.
- Ensure all visitors and volunteers in the building sign-in at the office and wear a name badge.
- Use safety locks on classroom doors.
- Emergency drills are scheduled in the year-long calendar.
- Staff will have a Level 2 Emergency Drill and ALICE training once per year.

PBIS and SOCIAL/ EMOTIONAL GOALS:

- Train all teachers in Responsive Classroom and Glasser as soon as possible to support common language and practices.
- Use problem-solving practices intentionally through Glasser's Choice Theory.
- Intentional instruction with the use of Second Step curriculum to support social/emotional skill development.
- Integrate Habits of Mind to meet the needs of all students.
- Focus on kindness and compassion.
- Recognize and respond when students are "doing the right thing."