

**LINCOLN ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
SCHOOL YEAR 2007/08**



School Improvement Plan Committee

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Mission and Vision Statement
Lincoln Elementary

ELLENSBURG SCHOOL DISTRICT VISION STATEMENT

All students in the Ellensburg School District will graduate from high school prepared for life's opportunities.

LINCOLN ELEMENTARY SCHOOL MISSION STATEMENT

It is the Mission of Lincoln Elementary School to provide a safe and nurturing environment where community, family and school members are involved and dedicated to helping every student work to become a lifelong learner. As students work to become effective communicators, problem solvers and critical thinkers, their success will be celebrated.

The Best of What is Lincoln

Perceptions

At Lincoln Elementary School, we are perceived as being a close-knit staff that provides a safe and nurturing learning environment for all students. Parents, families and other community members feel welcomed and at ease in our warm, friendly atmosphere. They understand that staff members encourage fostering student improvement. All people involved in the students' learning process realize that the ultimate goal is to create life-long learners who positively contribute to their communities.

Though we have many areas of strength at Lincoln, we are aware that we have areas that need improvement. For instance, our school needs to utilize our community resources more effectively and with greater frequency. In addition, time needs to be provided or creatively accessed to allow staff ongoing opportunities to review assessment data, trends, research, and best practices to effectively improve student learning. We feel we can best monitor our teaching and student learning through staff in-service and grade level meetings, thus delivering developmentally appropriate instruction in all curricular areas.

Lincoln Elementary School Programs/Organizations

Title 1

At Lincoln School, the Title 1 Program is comprised of Reading, Language Arts, Mathematics and English Language Learner (ELL). The framework for the Title 1 Program at Lincoln School is based upon a calm, diversified, sequential and individualized approach to instruction. The curriculum is research based and aligned to the state Essential Academic Learning Requirements. The focus of each student's program is centered toward the development of skills using a methodology that is most effective for improving achievement. This includes reading, writing, mathematics, art, music, learner modalities and interest.

Reading-The Title 1 Reading Program is a supplemental program for kindergarten through fifth grade that enhances the classroom curriculum while providing each student individualized assessment and instruction. Instruction is presented in interesting and motivational ways that are child-centered, developmentally appropriate and promote active involvement.

Mathematics-The Mathematics program is a supplemental program that enhances the classroom curriculum while providing each student individualized assessment and instruction. Instruction is given by the Title 1 aide in the Title 1 center or in the regular classroom.

Language Arts-The Language Arts program includes eligible students in the 4th and 5th grades. An instructional aide works in the classroom and/or in a separate area with the Title 1 students under the direct supervision of the classroom teacher using classroom curricula and supplemental activities.

English Language Learner-This is a comprehensive program designed to assist students who are non- or limited-English speakers. Individualized instruction is provided for each student at his/her developmental stage of English proficiency.

Parent involvement-Parent involvement is an integral component of the Title 1 program. The goal of the parent/Title 1 partnership is to increase parental involvement and participation in promoting social/emotional and academic growth of children. Parent involvement strategies are determined by the steering committee to promote and develop activities that will motivate parents to participate actively in home/school connections. Fall Open House, parent conferences and meetings, and family night pizza parties are scheduled. Other activities occur as needed. The summer reading program is offered as a total commitment to the school/home connection.

Special Education

Lincoln's Special Education Team ensures that all Special Education students are provided services designed to meet their unique needs and prepare them for improved student learning in the general education classroom and in major life activities. Services such as Speech and Occupational Therapy are designed to meet the needs of all students with disabilities.

America Reads

Students at Central Washington University who qualify for a financial aide grant can be assigned to Lincoln several hours each week as an America Reads teacher's aide. Teachers take advantage of this program by having these CWU students follow prepared small group reading activities and working directly with students.

Accelerated Reader (AR)

This supplemental reading program provides motivation for students to read. Students and teachers receive feedback from computer-generated test scores and the number of points accrued.

Parent Council

Lincoln has an extremely active and supportive group of parents, eager to assist in a variety of ways to enhance the educational experience of Lincoln students. Parent Council provides volunteers for school activities, raises funds to support teachers and staff, promotes cultural diversity education, and supports the social and emotional needs of the school community. Activities include:

- Providing volunteer help for class pictures and vision, hearing, and physical fitness tests
- Organizing and funding cultural diversity programs (e.g. folk-life assemblies and workshops)
- Fund-raising to supplement teacher and staff budgets (e.g. for books, art supplies, computers, musical instruments, playground equipment)
- Sponsoring Exploration Stations-a day of special activities for students with community involvement
- Coordinating parent involvement to supplement playground supervision
- Organizing and hosting Fun Fair-an evening open to the entire Ellensburg community
- Hosting staff appreciation lunches

Counseling

Lincoln has a full time counselor to provide support to students and staff. The counselor meets with individual students, small groups or whole classes, to provide training on such topics as personal safety, drug and alcohol awareness, social skills, maturation and AIDS.

Community Volunteers

Community volunteers are key in providing a partnership with Lincoln students, staff and community resources to develop the understanding that community doesn't just reside in the halls of Lincoln. For example, many community members volunteer to ensure the success of programs like Lincoln's Exploration Stations and facilitate the development of the "whole child".

University Partnerships

CWU offers a strong partnership with the Ellensburg School District and especially Lincoln School. We are committed to working with pre-service teachers from the university who aid us in improving student learning. We have positive, collaborative relationships with student teachers, reading practica, work-study help, science teachers supplementing instruction, and students serving as resource speakers from the Asian University America Program. The STEPS program links CWU students with various classrooms which helps increase student achievement. Lincoln School, Central Washington University, and the Ellensburg community are committed to school improvement and promoting high academic achievement. This teamwork is helping us reach our mission.

**School Improvement Plan
Writing**

Goal: Improve student achievement in writing				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, "experts", parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
Kindergarten				
Implement social studies CBA with writing component	Kindergarten Team	<u>The Important Book</u> by Margaret Wise Brown	Spring, 2008	Finished Artifact
First Grade				
Develop a rubric to assess spring and fall prompt	1 st Grade		January, 2008	Completed rubric
Choose one of the 6 Traits and develop lesson plans	K-2	<u>Seeing with New Eyes</u>	April, 2008	Lesson Plans
Use building professional day to assess winter prompt	1 st Grade	Anchor paper	February, 2008	Assessed Papers
Second Grade				
Invest more time for teaching writing	2 nd Grade Team	<u>Writing Essentials</u>	All year	Quarterly
Assessing progress	2 nd Grade Team	Time and rubric	All year	
Third Grade				
Develop and use common vocabulary	3 rd Grade Team	Training on 6 Traits		Classroom Assessments WASL Fall and Spring Writing Prompts
Curriculum mapping	3 rd Grade Team	Time	August/ September	
Reading/writing connection	3 rd Grade Team	Literature that teaches the six traits	Summer/Fall	
Fourth Grade				
Focus on ideas	4 th Grade Team	Fall and Spring Prompts OSPI Website	Emphasize in September, then	Student Work

		Grammar Component of HM	review	
Focus on organization				
Common Assessments	5 th Grade Team	Time Training	Fall and spring	Compare scores
Released WASL			All Year	
OSPI Writing Checklist				
Word Choice			Emphasize in October, then review	
Fluency			Emphasize in November, then review	
Voice and Conventions			Ongoing	
Paragraphing			Emphasize in October, then review	
Fifth Grade				
Score fall prompt and spring prompt as a grade level			Fall and spring	

	Characteristic		Characteristic		Characteristic
X	Clear and Shared Focus	X	Supportive Learning Environment	X	Frequent Monitoring of Teaching and Learning
X	High Standards and Expectations		Parent and Community Involvement	X	Curriculum, Instruction and Assessment
X	Strong Leadership	X	Collaboration and Communication		Professional Development

**School Improvement Plan
Reading**

	Characteristic		Characteristic		Characteristic
x	Clear and Shared Focus	x	Supportive Learning Environment	x	Frequent Monitoring of Teaching and Learning
x	High Standards and Expectations	x	Parent and Community Involvement	x	Curriculum, Instruction and Assessment
	Strong Leadership	x	Collaboration and Communication	x	Professional Development

Goal: Improve student achievement in reading.				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
Second Grade				
Silent reading daily at least three times per week.	2 nd Grade Team		Ongoing	Improved reading scores on all current assessments.
Third Grade				
<ul style="list-style-type: none"> Develop higher level thinking skills (analyze, monitor, synthesize, predict, infer, question, clarify and evaluate). Increase progress for non-fiction reading Student goal-setting in reading 	3 rd Grade Team	<ul style="list-style-type: none"> Interventions for at-risk readers <ul style="list-style-type: none"> Books at lower and higher levels Fiction with high interest and low vocabulary Non-fiction at lower reading levels AR tests for non-fiction Walk to Read More AR books 	Ongoing	WASL, MAP, Houghton Mifflin Theme Skills, Integrated Theme Skills, AR.
Fourth Grade				
<ul style="list-style-type: none"> Focus on comprehension <ul style="list-style-type: none"> 4th grade language arts curriculum map Fiction and non-fiction text WASL sample tests 	4 th Grade Team	<ul style="list-style-type: none"> Houghton Mifflin Time for Kids WASL Sample Tests OSPI Stem Documents 	Ongoing	WASL scores MAP scores Student work samples

**School Improvement Plan
Math**

Goal: Improve student achievement in math				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
Second Grade				
Study GLE’s	2nd Grade Team	GLE Books	Fall	
Third Grade Team				
Math vocabulary book	3 rd Grade Team	Time to produce the booklet Time to determine math terms	Fall	Book
Fourth Grade Team				
Basic Facts	4 th Grade Team	Trailblazers, Bridges, Daily Math, Math Pacing and teacher created resources	Ongoing	Student work, MAP, WASL, DIBEL’s and CBA’s
Problem-solving				
Vocabulary				
Measurement				
Geometric Sense				
Probability & Stats				
Algebraic Sense				

	Characteristic		Characteristic		Characteristic
x	Clear and Shared Focus	x	Supportive Learning Environment	x	Frequent Monitoring of Teaching and Learning
x	High Standards and Expectations		Parent and Community Involvement	x	Curriculum, Instruction and Assessment
x	Strong Leadership	x	Collaboration and Communication	x	Professional Development

**School Improvement Plan
Professional Development**

Goal: Increase meaningful, embedded professional development				
ACTION	PERSON RESPONSIBLE	RESOURCES NEEDED (Materials, substitutes, “experts”, parents, funding, schedule, etc)	TIMELINE	EVIDENCE TOWARDS PROGRESS (State, district, classroom data)
Funding opportunities for individuals and groups to attend professional development workshops and conferences ~~~~~ ~~~~~	SIP Committee Travel Committee ~~~~~	Building and District funds designated for Staff Development	Ongoing	Increased requests and participation in staff development opportunities ~~~~~
~~~~~ ~~~~~	SIP Committee ~~~~~	~~~~~ ~	~~~~~ ~~~	Functioning team in place
Developing a professional learning community around a common educational interest. ~~~~~ ~~~~~	~~~~~	Funding for materials and clock hour approval	Ongoing	~~~~~
~~~~~ ~~	SIP Committee and Principal	~~~~~ ~	~~~~~ ~~~	Anecdotal documentation of meetings and progress.
Providing release time for grade level team meetings. ~~~~~	~~~~~	Funding for substitute teachers	Ongoing	~~~~~
Providing information and support for teachers who participate in the PGP – Professional Growth Plan.	SIP Committee	~~~~~ ~	~~~~~ On going	Staff members are completing Professional Growth Plan
		Release time designated for participants and mentors.		

3B.2 BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN

Name of School: Lincoln Elementary	Grades (Example: Elem / MS / HS): Elementary
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School Improvement Goal (taken from your building’s School Improvement Plan):
Promote the use of technology integrated in curriculum

Technology and Learning Strategy:
Continued support of staff participation in district provided training. Development of in-house experts as resources for others.

Rationale (Research):
As ways are examined to increase technology and technology use in our building, continued training is necessary.

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
Year 3: 2007-2008	Continue to develop a technology plan for Lincoln Elementary	Principal, District Technology Director, School Tech Committee	TS – District provided resources – no cost	None – except for release time for groups to meet	None	Technology Plan in place
	Continued support of staff participation in District Technology Institutes Support of staff member involved in district tech project for infusion in the classroom	Principal, Technology Committee	Release time to attend Institute Release time for staff member to receive training as part of the district’s project for infusion in the classroom	Attend Fall Institute; Schedule follow-up sessions in building with District Technology Director Allow infusion project staff member to attend cadre meetings	PD – no cost to building; costs picked up by District Technology funds	Integration of technology with classroom curriculum. All teachers will have a web-page online. Project member will share expertise with other staff members.
	Survey of technology needs in building	Building Technology Committee, Principal	HW, SW – Replacement of oldest computers in building. TS - district	None	HW, SW - \$6000 from replacement funds in M & O Levy TS – no cost to building – district provided	M & O funds used to purchase new equipment