

**LINCOLN ELEMENTARY SCHOOL
309 NORTH ALDER
TOPPENISH, WA. 98948**

**TITLE 1
SCHOOL IMPROVEMENT PLAN
2007-08**

MISSION STATEMENT: Lincoln Elementary school instruction will be focused to move ALL students to grade level in all academic areas.

VISION: To increase ALL students learning.

We believe:

1. The success of each student is our highest priority
2. Learning occurs best in a safe, secure environment
3. Risk taking enhances learning
4. Diversity must be valued and celebrated
5. High expectations for all

#1) Comprehensive Needs Assessment

Lincoln Elementary School is one of four elementary schools within the Toppenish School District. Our school was named after Abraham Lincoln and is located in the Yakima Valley on the Yakama Nation Indian

Reservation, which lies in the middle of Washington State. Lincoln has a diverse population with approximately 85% Hispanic, 13% Native American and 2% Caucasian. Additionally, 98% of our students are on Free and Reduced Lunch. Lincoln was first build in the 1953 and remodeled several times with the most recent in 2001-02.

Lincoln has a total of 18 classrooms in grades Kindergarten through 5th grade and averages approximately 400 students per year. We have a music room, multi-purpose gym, reading specialist room, reading coach room, counseling/time out room and a library that is equipped with 25 computers, that serves as a lab. In addition to regular instruction, we offer Special Education classes.

Our school has a librarian/Media Specialist, Health & Fitness teacher, Music teacher, a math coach, a reading specialist and a reading coach. All classes rotate through the specialist classes throughout the week. Our school also has a full time counselor and part time: speech and language person, school psychologist, and school nurse. We also have one-day janitor and two cooks.

We have a computer lab in the Library with 25 computers for our students and they work on various programs. Every classroom has at least four computers for students to work on for the AR reading.

We have an after school Homework/Tutoring Program for our students Tuesday through Thursday from 3:30 – 5:00 PM where students get extra help in Math and Reading. We have after school WASL classes for grades 3-5 Monday – Thursday. We also have 21 Century after school from 3:30-5:30 for all grades – they do homework and special projects.

Our Parent Home Liaison works directly with issues, such as attendance and student needs. She provides transportation when that is an issue. She has been very helpful in cutting down on unexcused absences.

We have a Leadership/School Improvement Team that meets once a month and discusses and makes recommendations on areas of need throughout the school. The primary focus is school achievement.

We have scheduled uninterrupted reading blocks of 90 minutes per day of reading instruction, Breakfast Club for 30 minutes each morning and 30 minutes of interventions with struggling students. Teachers and para-professionals use Open Court Curriculum for reading. In Math we are reviewing/piloting two programs for possible adoption next year.

We have implemented a Response To Intervention (RTI) Team for problem solving approaches and interventions to meet individual needs and to assist staff collaboration with student concerns—the Team meets every Monday from 2:30 – 3:30 PM. The Team is composed of the principal, reading coach, counselor, school psychologist, reading specialist and individual

teachers. We involve parents whenever possible if concerns are not resolved. We also, use the Team for discipline and special education issues.

We have a discipline team that met once a month last year and developed a comprehensive plan. We will meet periodically this year to check its effectiveness and implement any necessary changes. We have implemented the “Pocket Chart” discipline system this year.

We have a Crisis Management Team that meets periodically. The team reviews the procedures and safety issues that deal with fire drills, lock downs, evacuations and other safety issues at Lincoln.

We have a Technology committee that meets once a month during the year to review the budget and make recommendations. Barb Moses is the chair.

Lincoln completed a data carrousel. The staff prioritized the goals for Lincoln based on the data collected. The first Early Release Day will be used as the “Data Day” for teachers to review the WASL and teachers surveys.

Student Demographic Analysis Summary for Lincoln Elementary

The total enrollment (headcount) for October 1, 2007 was 392 students in grades K-5.

Of this number:

Male	49%
Female	51%
Free & Reduced Lunch	98% (100% eat free)
Hispanic	65.0%
Native American	13%
Anglo	2%
Asian	0.5%

Special Programs:	ESL:	64.8%
	Special Ed:	5.1%
	LAP	All School
	Bi-lingual	64.8%
	Title I	All School

Staff	FTE Certified	26	FTE Classified	18
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Average daily attendance is: 99%

Student Achievement Data – Assessment Results

Washington uses the Washington uses the Washington Assessment of Student Learning (WASL) to assess students from 3rd to 5th grades. The

WASL tests are standards based on how well students are mastering specific skills defined for each grade level by the state of Washington. The goal is that 100% of the students meet or exceed state standards on the WASL tests.

WASL Tests Grade 4

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Reading	26%	28%	38%	42%	28%	42%	80.1%	60.9%	93.6%	87.1%
Math	12%	14%	15%	12.1%	36%	53%	58.5%	32.8%	44.6%	53%
Writing	33%	24%	34%	24%	41%	34%	44.4%	23.4%	50.0%	60%

WASL tests Grades 3 & 5 for 2007

	3 rd Grade	5 th Grade
Reading	27.9%	59.0%
Math	29.4%	47.5%
Science		6.6%

#2) SCHOOLWIDE REFORM STRATEGIES AND GOALS

INSTRUCTIONAL GOAL: Improve student achievement. Our Math, Reading and Writing and raise our levels at least 10% in each of these areas.

Action Plans

Student Performance Goal 1:

Improve students' knowledge and skills in MATHEMATICS.

Evidence of Success: Increase the percentage of students meeting or exceeding standard on the WASL. testing). The 4th grade WASL Math State Standard is 45 % for the 2007-2008 academic school year with Everyday Math used as the curriculum.

Characteristics for Math and Reading:

- Clear and shared focus
- High standards and expectations
- High levels of collaboration and communication
- Frequent monitoring of teaching and learning
- Curriculum, instruction, assessment aligned with state standards
- Focused professional development

- High level of community and parent involvement

Student Performance Goal 2:

Improve students' knowledge and skills in READING

Evidence of Success: Increase the percentage of students meeting or exceeding standard on the WASL READING assessment to meet the State standards by 2007-2008.

Rational: Our goals is based on the 4th grade State WASL scores standard of 85% and DIBELS (K-5) goals of 65%.

Instructional Program Description: A researched based program – Open Court, for all students in K-5. This includes interventions for students below benchmarks. Use of the following: intervention manual, ESL Development book, re-teach, and practice challenge, Kaleidoscope supplemental program to Open Court.

Open Court interventions include: Breakfast Club for Kindergarten and first grade to pre-teach the lesson to below benchmark students; reading specialist to work with regular and special education students who need additional support and who are below grade level; second grade, 3rd grade, 4th grade tutoring in the morning called “Rockin’ Readers”, 5th grade tutoring in the PM, hire para-professionals to provide extra tutoring from 2:45 – 3:15 PM each day to do walk to read workshop; hire a para-professional to work with student in a Spanish to English instruction from 2:45 – 3:15 PM.; Use Accelerated Reader (AR) and Reading Rocks; 90 minute reading block and “walk to read” model for all grades, except first; provide for weekly fluency assessments for all student with goals; Walk to Workshop for 30 minutes. Reading Coach provides training for the teachers and para-professionals on instruction; provide staff with professional development inservice and summer institutes on reading; provide for a structured assessment program, which is DIBELS, as well as at the critical first grade in which there is an assessment in every lesson which guide instruction and intervention; and provide Jennifer training during in-services.

Student Performance Goal 3:

Improve Students' knowledge, skills and performance in writing.

Research best practices for writing program, including:

Thinking Maps and “Step Up to Writing” Program, Everyday Math and

Open Court for all grades

Additional Strategies:Reform Strategies

Lincoln has utilized information from Steven Constantino's "Family Friendly Schools" to help with our parent engagement and involvement. Lincoln has Buck Evans "Quality in Education" data strategies to change instruction training for our teachers.

Lincoln will continue with Reading training by the District.

Lincoln has adopted Reading and Math curriculum that is consistent in all grade levels that is standards based.

Lincoln has a Reading, Math, Writing and Technology coach to help our teachers.

Lincoln has a new writing program "Step up to Writing" and teachers will be trained in the program.

Early Release will be for two hours that will be devoted to student achievement.

The teachers will use MAPS testing data this year.

Everyday Math training for all teachers will be added.

Writing may be scheduled again in 2007-08 for an Early Release Day.

Parent and Community Involvement goals

The vision statement at Lincoln is "Each child and staff member will strive for excellence in a positive and cooperative learning environment that respects diversity and builds self-esteem through communication and partnership between home, school and community."

Our goal is to increase parent involvement by 20% in the 2007-08 school year.

When school starts in August, we have an Open House to welcome student's back, meet the teachers, share information and review the curriculum. We also have snacks for and with parents. We have parent conferences in November and March. Typically, approximately 95% attend these conferences. We have Spanish-speaking translators available to assist parents in understanding the information shared during the conferences.

We have several events during the evening for parents and students. We have had such events as: two math fun night's, decodable box/homework night, Heath and Nutrition Night, Parent/student movie night, and two reading nights (Dr. Seuss). These events are well attended by parents. We also have Folkloria Spanish Dance classes after school for our students and parents who volunteer. Parents have Family literacy classes that they may attend at the Valley View School.

We have parent volunteers who work with our teachers at school – called Math communities. We have after school homework/tutoring that we promote with parents that help students finish work or get extra help when they need it. Twenty-First Century has classes after school that is academic and promotes creativity.

We have after school intramurals that has a “study table” for students to do their homework before activities starts

Our parent liaison works directly with parents to help when they need it. She makes home visits, assists with referral to agencies and keeps track of attendance. She participates, as a representative from Lincoln, with a group of parents called “Family, Friendly Schools

MATH ACTION PLAN OUTLINE

Lincoln Improvement Goal: Students in grades 3, 4, and 5 will increase math proficiency by 10 % over the previous year as measured by the yearly WASL.

Grade Level	2006 Actual	2007 Target (10%)	2007 Actual	2008 Target	2008 Actual
3rd grade					
4 ^h grade					
5th grade					

Rationale: At the present time, students are not showing sufficient progress in mathematics to meet the state standard.

Strategy:

Activities	Professional Development	Timeline	Resources	Person/Department Responsible	Evidence of Implementation	Evidence of Impact

READING ACTION PLAN OUTLINE

Lincoln Improvement Goal: Students in grades 3, 4, and 5 will increase READING proficiency by 10 % over the previous year as measured by the yearly WASL.

Grade Level	2006 Actual	2007 Target (10%)	2007 Actual	2008 Target	2008 Actual
3rd grade					
4 ^h grade					
5th grade					

Rationale:.

Strategy:

Activities	Professional Development	Timeline	Resources	Person/Department Responsible	Evidence of Implementation	Evidence of Impact

WRITING ACTION PLAN OUTLINE

Lincoln Improvement Goal: Students in grades 3, 4, and 5 will increase WRITING proficiency by 10 % over the previous year as measured by the yearly WASL.

Grade Level	2006 Actual	2007 Target (10%)	2007 Actual	2008 Target	2008 Actual
3rd grade					
4 ^h grade					
5th grade					

Rationale:

Strategy:

Activities	Professional Development	Timeline	Resources	Person/Department Responsible	Evidence of Implementation	Evidence of Impact

FAMILY INVOLVEMENT ACTION PLAN OUTLINE

Lincoln Improvement Goal:

Rationale: At the present time, students are not showing sufficient progress in **READING** to meet the state standard.

Strategy:

Activities	Professional Development	Timeline	Resources	Person/Department Responsible	Evidence of Implementation	Evidence of Impact

#3) Instruction by Highly-Qualified Staff

Instruction by Highly Qualified Certified Staff

All teachers at Lincoln elementary School meet the highly qualified teacher qualification requirements of NCLB or have a plan in place to become so.

The highly qualified requirements include:

- Teacher has earned at least a bachelor's degree, and
- Holds full state certification, and
- Has demonstrated subject matter knowledge and teaching skill in each core academic subject in which the teacher is assigned to teach.

Teachers are provided with multiple opportunities to enhance their content knowledge and instructional presentation.

The building/district provides bi-monthly early release days that are building directed focusing on a specific area of professional development. These days provide building staff (certificated/classified) the opportunity to collaborate collectively and with their grade level teams to ensure the consistency of support of the school-wide program goals. Professional development is also supported at the district level through Title 1, Title 2, LAP, and Title 3 funding sources. Teachers are frequently given the opportunity to obtain clock hours or college credit for a variety of professional development offerings. Toppenish School District is working closely with Heritage University to provide course offerings that lead teachers with conditional certificates to endorsements in math, science, ESL, and special education at no cost.

Trainings are coordinated and are focused around successful student understanding and application of the state standards – EALR's/GLE's.

Reading – Building and District Reading coaches based on best practices through Reading First Program

Writing Training – Organized through Patty Schmella, Literacy Curriculum Director

Math Training (EveryDay Math and Math Interventions) – Carmen Gonzalez and Ann Clark

See Section 4-Professional Development Plan

Instruction by Highly Qualified Paraeducator Staff

As of the 2007 – 2008 school year, all paraeducators at Lincoln Elementary School meet the highly qualified paraeducator guidelines of NCLB.

Throughout the Toppenish School District, highly qualified paraprofessionals are encouraged to further their education and pursue degrees in education. The district works closely with Heritage University to assist those interested in obtaining their degree. Paraeducators with an AA degree will have the opportunity to obtain a BA degree through Heritage University with endorsements in ESL or special education at no cost. The paraeducator staff are active participants in district and building professional development. They are included in the bi-monthly early release days. They are provided training to increase their knowledge of and ability to assist in instructing reading, writing, and math. The paraprofessional staff play an important role in the assessment of student learning and in assisting the classroom teachers in disaggregating student data. By working with the building reading and math coaches, data is analyzed and adjustments are made to their instructional presentations.

#4) Professional Development Activities

Because we align all district and school programs with the standards and Essential Learnings and GLE's, our staff development planning requires that the data be analyzed and reviewed before training for professional development is considered. Our Title and the School Improvement Plan have goals associated with improved percentage of students passing the WASL. We take the data apart, looking at each component of the tests. We also look at data in the grade level meeting to help us move students to different levels.

The District Calendar Committee has established dates for the Early Release days scheduled for the 2007-08 school year. The specific topics for each date will be determined by the School Leadership Team and administration. Lincoln teachers will also be involved in Science Kit Training. There will also be Open Court Reading Training for new and experienced teachers. Para-Professional will be trained in Open Court testing, including DIBELS in 2007-08. Further training will be designed throughout the year.

Date	Goal	Facilitator	Audience
8/15-16/2007			
8/17/07			
8/20/07 LID			
8/21/07 LID			
8/22/07 Pre-Service			
9/12/07 Early Release			
10/1/07 Early Release			
10/12/07 State In-service			
10/17/07 Early Release			
11/7/07 Early Release			
11/28/07 Early Release			
12/12/07 Early Release			
1/9/08 Early Release			
1/15/08 District Wide Optional Day			
2/6/08 Early Release			
3/5/08 Early Release			
3/19/08 Early Release			
3/21/08 State In-service			

4/9/08 Early Release			
4/23/08 Early Release			
5/7/08 Early Release			
5/21/08 Early Release			

#5) Strategies to attract high-qualified teachers and para-professionals:

Para-professionals are all certified with the NCLB mandate and they receive training in the AM for 15 minutes each day on reading instruction, etc.

Principal will attend job fairs to seek highly qualified teachers to replace any teachers who move.

Word of mouth will be used to get prospective highly qualified teachers.

New teachers will be assigned mentors.

Heritage University and Central Washington University will be used to recruit highly qualified teachers and student teachers.

If a vacancy occurs, Lincoln will use a variety of strategies to recruit the most highly qualified. Otherwise, vacancies will be filled through seniority.

New teachers will be Highly Qualified (HQ) or a letter sent out to parents if they are not HQ.

#6) Strategies for Parent Involvement:

When school starts each August, we have an Open House to welcome students back, meet with the teachers, and share information and review the curriculum. We also plan a “Decodable Box” and Homework Night for parents to attend with their child. We have parent conferences in November and March. Typically, approximately 95% parents attend the conferences. We have Spanish speaking translators available to assist parents in understanding the information shared during the conference.

We have several events during the evenings called “Family Literacy Nights” for parents and students to attend. Some of the events are: Math Nights, Christmas Night, Movie Night, Pumpkin Night, Dr. Seuss

Night, Bingo Night, Health and Fitness Night and Folkloric Dance Night. We have informational messages that we share with the parents on these nights. We also send out monthly newsletters in Spanish and English and other information periodically that we deem important for parents to know.

We have parent volunteers who work with our teachers at school. During the Folkloric Dance practice, the parents come with their students and help prepare the students for the dance club. They help supervise, teach dance, work on dresses for the girls and are instrumental in support their students. Also, some of the parents are being taught English literacy during this time after school during the Folkloric dancing practice – two times a week. We plan on having PTO meetings after the Family Nights. Also, we will be sending out WASL and MAPS scores to parents.

The Student/Parent handbook is translated into Spanish and will be available next year, 2007-08 school year. Included in the handbook is a Parent/Student/Teacher Compact in Spanish and English.

#7) Transition:

The District has instituted a pre-school to help with the transition of students to Kindergarten to Lincoln.

Lincoln offers a Kinder Academy to all new kindergarten students that will start two weeks before the official school year starts. The academy will focus on getting the students acquainted to school.

We will have a week for kindergarten registration and an evening for orientation for parents in April 2008.

Lincoln also offers a transition of 5th graders to Middle School with an orientation.

All grade levels students will visit the teachers they will be assigned to in 2007-08 to review expectations – “Movin’ On Up.”

#8) Teacher participation in assessment decisions:

New teachers will attend the Buck Evans training on “Quality in Education”

which is on data based and assessment driven. Teachers were taught on how to use their data and how it should influence their instruction in the classroom. This training will continue in 07-08.

Math and Reading coaches will share data on the MAPS testing.

Leadership will get data on all grades to make decisions on instruction.

Grade level meeting will discuss student data for instructional purposes in the Professional Learning Communities for 30 minutes each day.

WASL data will be scrutinized at the beginning of the year.

DIBELS/MAPS and Progress Monitoring data will be used in the collaboration meetings to drive groups and instruction.

#9) Identify timely assistance to struggling students:

We assess students regularly so we know where they are and what interventions may be appropriate. School wide reading fluency checks are done regularly and are officially reported for the Reading First grant three times a year. Our staff works diligently to encourage both oral and silent reading at home. They send home decodable reading books for homework.

We have a variety of reading interventions in our repertoire. Open Court is our basic reading program. It provides students with a sound program to develop phonemic awareness and the ability to sound and blend words. The Accelerated Reading (AR) program is used to encourage students to set reading goals and to spend more time reading.

Our kindergarten students attend a full day of school. A large number of incoming kindergarten students our summer “Kinder Academy” for a week before school starts. This provides the kindergarten students with an opportunity to get to know our school, staff, school routines and procedures, and begin to learn readiness skills to make that first day less traumatic. They get a head start on the school year.

Targeted 3-5 graders, who we believe need a “little extra push” to pass the WASL, receive tutoring four times a week starting in January. We have extended learning through summer school for our migrant and bi-lingual students. We also have an intramural program after school that operated three times a week for grades 2 – 5.

We use Title, LAP and Bi-lingual resources to provide extra teaching and para-professional help. The result is that we can target instruction to almost every child's reading instructional level.

Lincoln has a Reading Specialist who works full time with interventions on students who are struggling. She monitors the implementation of the strategies and student scores, etc. and moves students in and out of her program during the year.

The needs of students for whom all of our efforts seem not to be effective are analyzed by our Response to Intervention (RTI), which looks at strengths and needs and assembles a plan of behavioral, social and academic interventions to provide more structure and support for the students. The Team typically consists of the principal, teachers(s), school psychologist, counselor, reading coach, and reading specialist. Once a plan is written, a data gathering process is initiated and tracking of the success of interventions begins and parents are notified.

#10) Coordination/Integration of Programs

The activities/strategies in the plan will coordinate with the School-wide plan and goals.

BILINGUAL PROGRAM – Lincoln will provide services and support to all ELL students in the classrooms. We will provide para-professional support in the classrooms. ELL students in Kinder and First grades will be encourage to attend before school Breakfast Club, which reviews the lesson that will be taught that day. ELL students are given an extra 30 time in Workshop instruction in all grade levels. Family literacy is provided to ELL students' families. ELL students are encouraged to attend after school tutoring/homework sessions.

