



# Continuous School Improvement Plan 2021/22

## Lincoln High School, PASD



**Principal: Mace Gratz**

### District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. We will be using classroom and district based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

### School Profile

Lincoln High School is a small 9-12, alternative school; serving approximately 50 students. Students come to us primarily from Port Angeles High School seeking a smaller, more personalized education. Lincoln has 4 teachers, 1 part-time special education teacher, 2 para educators and 1 part-time principal. 90% of our students qualify for F&R lunch and approximately 7% of our students qualify for special education.

Many of our students are behind in credits, lack motivation to attend school everyday and report that school has not been a positive place for them in the past. These students desire a safe, supporting, and personalized education in which to be successful and graduate from high school.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/14/21	12/09/21
Mid Year Review	3/14/22	3/24/22
Final	6/23/22	7/6/22

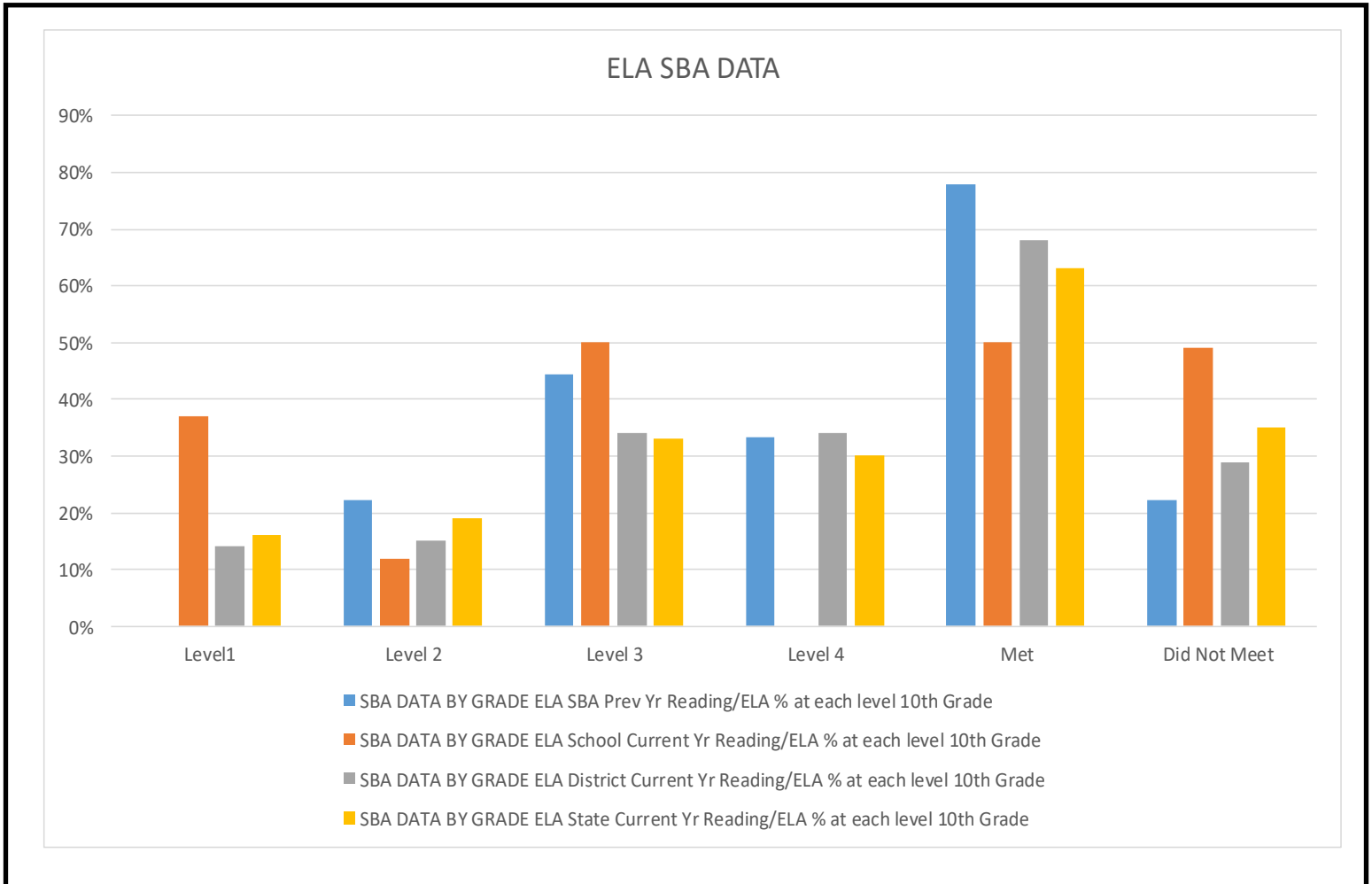
Completed on: 8/30/2021

Needs Assessed By: Cindy Crumb, Coco Carlson, Tyler Jones, Everett Young, Alex Carlson, Chris Edwards, Cindy Rogers, Deann Manwell.

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**ELA Needs Assessment/Implications:** During the fall of 2021, LHS students in 9th, 11th, 12th grade took the ELA SBA. Students in 11th and 12th grade will take the SBA in the Spring of 2022. Throughout the year students are assessed in the classroom using district benchmarks.



**Mid-Year Review 3/14/2022:** Lincoln’s ELA fall assessment scores indicate Lincoln students were on track in meeting standard. However, fall benchmark figures indicate the need for continued support in writing. Additionally, current grade trends in English indicate that students are having difficulty completing writing assignments.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

Lincoln’s ELA SBA scores have traditionally exceeded the state average. This year, however, only 50% of Lincoln students have only reached proficiency.

**SMARTIE Goal:** By June of 2022, we will increase the % of students who are able to read grade level text and use evidence from that text to answer evidence based questions and produce evidence based arguments, from 40% on the Fall Benchmark Writing Assessment to 90% on Spring Benchmark Writing Assessment, progress will be monitored by interim and practice assessments, as well as a 4-point rubric that students will use in producing evidenced-based arguments.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>• Prepare student reading /writing assessments for all grade levels using a 4 point rubric for measuring growth during the 3 assessments</li> <li>• Utilize the interim and practice SBA assessment through OSPI</li> </ul>	<ul style="list-style-type: none"> <li>• Three assessments fall, winter, and spring</li> <li>• Monthly SBA interim and practice tests for students identified as needing additional SBA testing practice</li> </ul>	<ul style="list-style-type: none"> <li>• MAP assessment</li> <li>• DRP</li> <li>• Books for extracurricular reading club</li> </ul>

Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>• Tyler Jones</li> <li>• Para-educators</li> </ul>	The ELA assessment will be given 3 times during the school year during English class.	<ul style="list-style-type: none"> <li>• Copies for assessments</li> <li>• Purchasing high interest books</li> </ul>

## Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

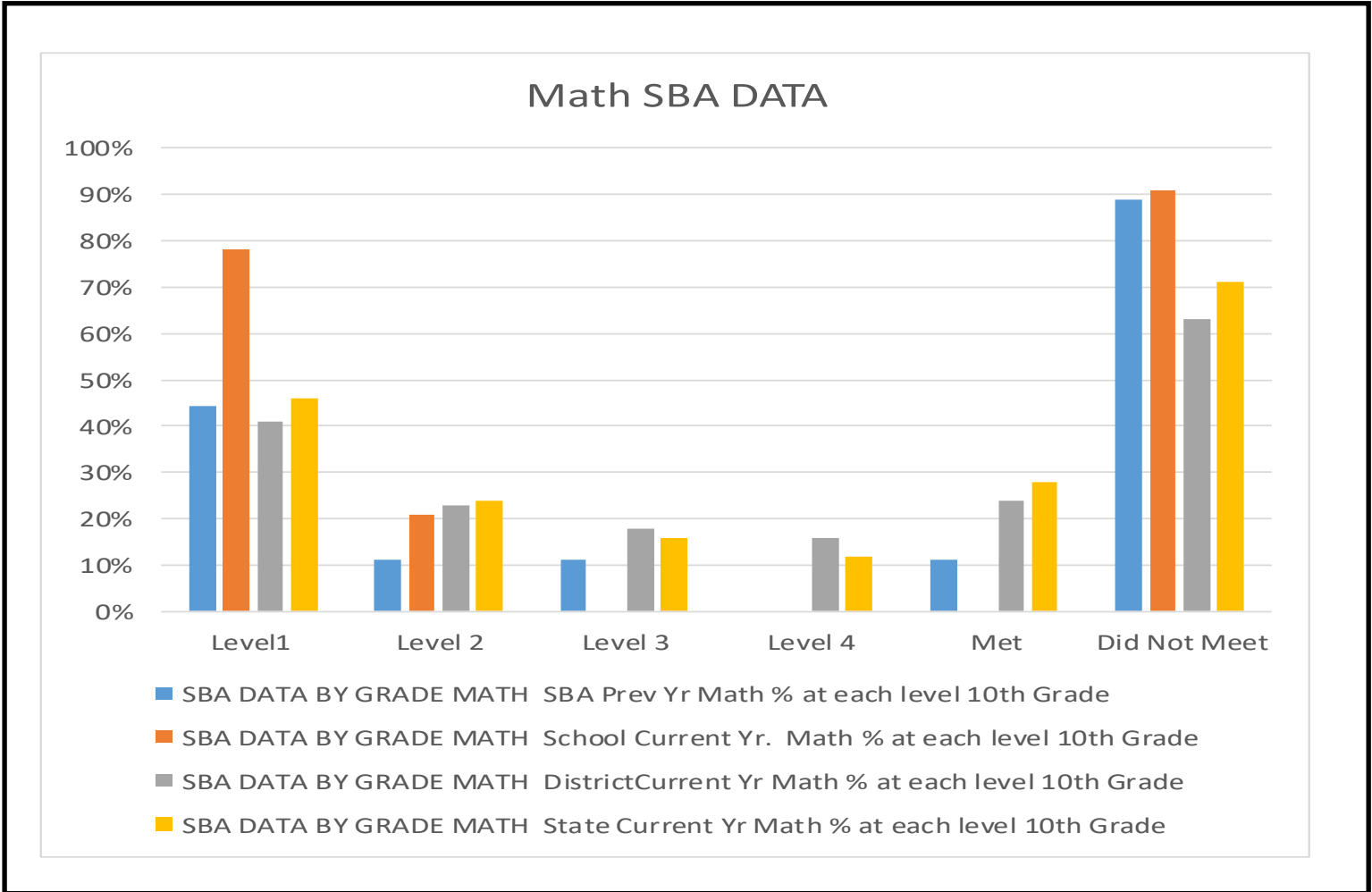
Grade distribution indicates that 34% of students were not on track to earn credit. Additionally, only 40% of students met standard in the fall benchmark writing assignment. Excessive absences and student inability to complete grade level writing assignments are cited as the most salient concern.

End of Year—Lincoln HS has been heavily impacted by the Covid school closures. Alongside existing supports, Increasing regular attendance will be essential to raising scores.

**PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2**

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

**MATH Needs Assessment/Implications:** SBA Math data has never been strong at LHS. Students who attend LHS traditionally struggle with math because of gaps in their math education. Classroom based, practice and interim assessments will help us provide students with gaining the knowledge and skills necessary to make standard on the SBA, math.



**Mid-Year Review 3/14/2022:** Lincoln has historically struggled to meet standard on SBA math assessments and most students who transfer to Lincoln have not passed one or more math courses. Classroom assessment data indicates that Lincoln students will still struggle to meet standard on the SBAC. However, 10/13 students enrolled in the 2nd trimester Bridge to College course will pass the course and meet math graduation pathways.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

Lincoln high school had 0% of it's students reach math SBA proficiency.

**SMARTIE Goal:** Through the use of assessment data, curriculum and focused instruction we will reduce the number of 11th and 12th algebra and geometry students who scored at L1 and L2, 11th graders (L1,50% to 25%), (L2 50% to 25%) 12th graders (L1 42% to 25%) (L2 50% to 25%) as evidenced on the spring SBA in May of 2022. **Baseline data: Fall SBA data**

**Student Group Goal: All 11th and 12th grade algebra and geometry students.**

<b>Activities</b>	<b>Measures</b>	<b>Resources</b>
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>Target extra help after school, during school through tutoring and para-educator support</li> <li>At least once a month students will take a practice or interim SBA math assessment, so we can progress monitor students and design strategies for those students who are not making progress in this area.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly review of student assessment data in order to review student progress and design strategies for students who aren't making progress in this area.</li> <li>Monthly, SBA interim or practice tests</li> </ul>	<ul style="list-style-type: none"> <li>Attendance support by calling absent students</li> <li>After school tutoring by math teacher</li> <li>Para support in administering interim and practice SBA tests</li> <li>Frequent feedback to students</li> </ul>
<b>Lead/Staff</b>	<b>Time Frame</b>	<b>Funding</b>
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>Chris Edwards</li> <li>Para-educators</li> </ul>	<ul style="list-style-type: none"> <li>Each trimester students can earn .5 credit</li> <li>Track students math credits and assessment scores to show growth</li> </ul>	<ul style="list-style-type: none"> <li>Funding to pay teacher and para for after school tutoring</li> </ul>

### **Evidence of Impact**

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

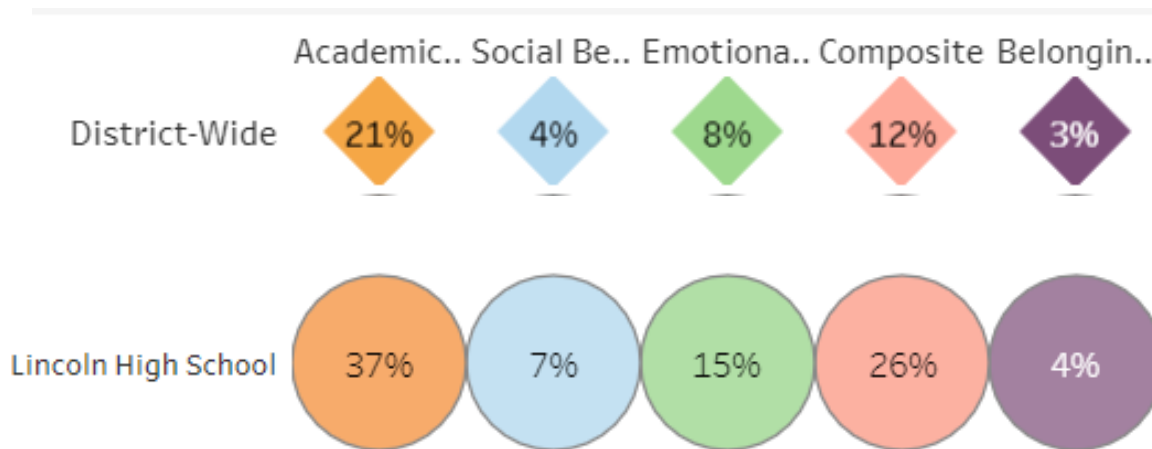
Although, Lincoln students are making progress in Bridge to College courses, overall math courses continue to have a 35% rate of students not passing. Attendance continues to be of concern regarding successful completion of courses. Additionally, students are given several opportunities to retrieve credit from NC grades.

End of Year—Lincoln HS has been heavily impacted by the Covid school closures. Alongside existing supports, Increasing regular attendance will be essential to raising scores.

## PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

**SWB Needs Assessment/Implications:** Lincoln students suffer from anxiety, depression, trauma, instability at home, high ACES scores, irregular attendance, drug and alcohol addictive and court requirements. Building strong relationships is key to our SWB. This happens on an individual, group level with class meetings, student team meetings, and advisory activities.



**Mid-Year Review 3/14/2022:** Given current CEE data, attendance rates, and observation of student behavior, students continue to struggle with mental health and the impact it has on academic performance. Current data indicates, 26% of students have been flagged for an academic, social emotional, or behavioral concern.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

The spring cee was not administered. Additional data will need to be collected in the fall.

## CSIP 2021/22 STUDENT WELLBEING

**SMARTIE GOAL:** Lincoln will decrease the number of students flagged for a composite concern from 26% to 15%, and flagged for an academic concern from 37% to no more than 25% indicated by the spring CEE survey.

Baseline data: CEE Winter Survey

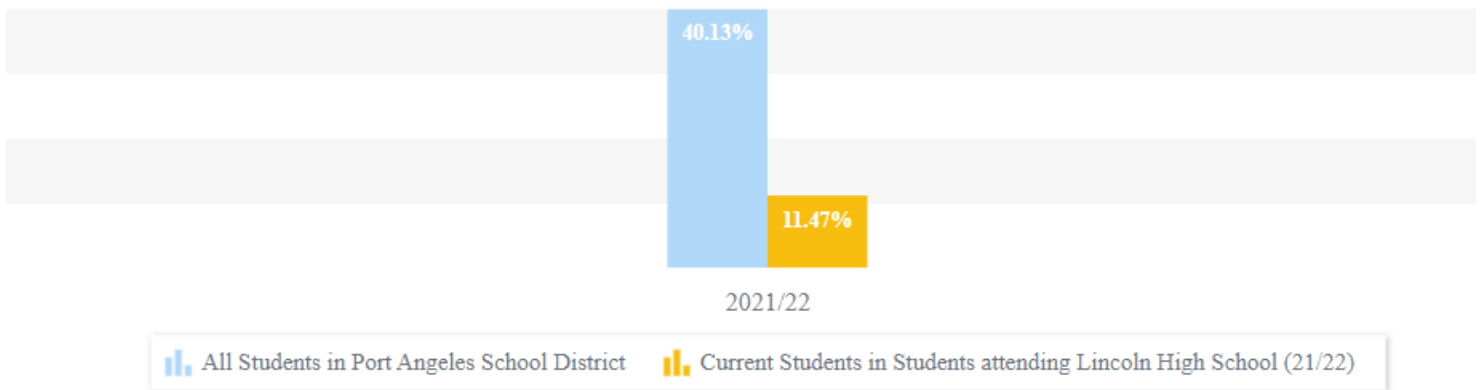
Sub group: All Lincoln Students

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>• Character Strong weekly meetings in advisory</li> <li>• Student attendance meetings</li> <li>• Monthly meetings with CARES team to identify students who need more support in attending school</li> <li>• Monthly meetings with principal</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly progress report where students reflect on their wellbeing.</li> <li>• Share attendance with students monthly</li> <li>• CARES/WARNs assessments on identified students</li> <li>• CEE Survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Character Strong Training</li> <li>• Navigators</li> <li>• Attendance Incentives</li> <li>• School counselor</li> <li>• Community counselors</li> <li>• CARES team</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>• All Teachers</li> <li>• Secretary</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Funds for bus passes, incentives for perfect attendance, after school clubs and activities</li> <li>• Services for food, clothing, personal hygiene, shelter, transportation, technology.</li> </ul>
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Given the more concrete data collected from the CEE survey, Lincoln has adjusted its goal to address composite academic, emotional, and behavioral concerns. Given these concerns and the number of students with excessive absences, continued supports have been adjusted by adding an additional .5 counselor, and 1.0 learning strategies teacher.</p>		

### PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

**F & CE Needs Assessment/Implications:** The majority of Lincoln families are disengaged in the school system. Our community connections are strong with Lower Elwha Klallam Tribe, Peninsula College, Upward Bound, and Port Angeles Education Foundation. Implications are that we need to continue to building relationships with our families and communities.



**Mid-Year Review 3/14/2022:** Lincoln's attendance continues to illustrate a pervasive disconnect between the school and school community. Currently, 88% of Lincoln students have missed over 10% of their classes.

**End of Year Assessment 6/23/2022:** How did you do? Keep it simple and concise.

Lincoln's rate of absences has continued to be problematic. 88% of its students had excessive absences.



## CSIP 2021/22 FAMILY AND COMMUNITY

**SMARTIE GOAL:** By June of 2022, the number of students missing more than 10% of school days will be reduced from 88% to 75%. The number of students missing more than 10% of school days who miss more than 10% of school days will be reduced from 91% to 75%.

**Baseline data:** Winter attendance data

**Sub Group:** Students identified as low income

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<ul style="list-style-type: none"> <li>• August parent conferences</li> <li>• October parent conferences</li> <li>• Spring Open House</li> <li>• Monthly Student Celebrations               <ul style="list-style-type: none"> <li>Student of the Month</li> <li>Attendance</li> <li>Credits Earned</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of families that attend school activities and interventions</li> <li>• School attendance improves: September 2021-June 2022</li> </ul>	<ul style="list-style-type: none"> <li>• All Lincoln Staff</li> <li>• Parents</li> <li>• Students</li> </ul>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Para-educators</li> <li>• Secretary</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• August 2021-November 2021, for conferences</li> <li>• Monitor parent attendance at monthly events</li> </ul>	<ul style="list-style-type: none"> <li>• Funding from High Poverty and school improvement</li> </ul>
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Lincoln's most salient concern is student attendance, which is reflective of family engagement in school. Given the limited capacity Lincoln has had to have community events, the goal has been adjusted to address student attendance. Currently, Lincoln's rate of non-engagement far exceeds the rest of PASD. Several attendance systems have been renewed to support students, including additional outreach, counseling, and systems to scaffold goal setting and positive academic behaviors.</p> <p>End of Year—For the 2023 school year, Lincoln will continue with current initiative, reinstitute parent-student-school compacts, and rebuild student accountability teams.</p>		

**Additional Implications:** Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, Mck V etc.

The strongest system of behavior and social-emotional support depends on the school-wide focus of relationship building. Lincoln staff could benefit from intensive training in the PLC model of professional development, trauma informed practices, strengths-based approaches, Character Strong training and continued review of our PBIS model.

The strongest system of academic support occurs with advisory, learning strategies classes, para educator support in the classroom, and distance learning options for remediation, credit retrieval and elective and fine art classes.

As student absenteeism continues to be a concern, the continued development of student teams to support attendance goals is a priority in addition to problem-solving transportation issues and family outreach. Our Family Outreach liaison will focus on attendance, transportation to school, and direct contact with students and families to ensure students are accounted for everyday.

Lincoln will continue to reach out and use community support for our students and families. The following is a list of organizations Lincoln frequently accesses for its students:

- Healthy Transitions-mental health, substance abuse support
- NOHN medical and mental health services through mobile clinic on campus
- ASVAB testing on site for additional career and personal pathway options
- Upward Bound –would like to see more students accessing academic support
- PAEF– support for field trips, grant opportunities, and other student supports Basic Needs Grant.
- PBH and Healthy Families-mental health and medical services
- Clallam County Juvenile Services

**Preliminary Planning for Next School Year:** Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments

By June of 2023, we will increase the % of students who are able to read grade level text and use evidence from that text to answer evidence based questions and produce evidence based arguments, from 50% proficiency on the ELA SBA assessment to 80% proficiency, progress will be monitored by interim and practice assessments, as well as a 4-point rubric that students will use in producing evidenced-based arguments.

Through the use of assessment data, curriculum and focused instruction we will increase proficiency for 0% of students in the Math SBA assessment to 25% proficiency by June of 2023.

Lincoln will decrease the number of students flagged for a composite concern from 26% to 15%, and flagged for an academic concern from 37% to no more than 25% indicated by the spring CEE survey.

By June of 2022, the number of students missing more than 15% of school days will be reduced from 88% to 75%. The number of students missing more than 10% of school days will be reduced from 88% to 75%.