



## Continuous Achievement Process & Plan

### 2025 Quarter 1

*Our two essential questions we're revisiting throughout the 2024-25 school year are: "What do we want instruction to look like, sound like, and feel like?" And, "How can our habits of collaboration increase our collective efficacy?" We believe that the positive work we do at Lincoln is vital to the future success of Tacoma. As a school community we're committed to continuous improvement.*

### Our Vision

Lincoln is dedicated to growing scholars and champions who explore and create a better world.

### Our Mission

Lincoln is a school united with purpose, grounded in a community rich with culture, and supported by each other in becoming Absolutely Better Every day. We will become a better community by utilizing culturally responsive education practices in our classrooms, in our hallways, and in our interactions with families.

# Ninth Grade on Track Goal

*Ensure 69% of ninth grade students are passing all their courses.*

*By January 2025, the percentage of Ninth grade students passing ALL their classes will increase from 59% to 69% as measured by Semester 1 Report Cards.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Regular meetings with our 9th Grade Team with targeted interventions. Tutoring from our own 9th grade teachers at lunch and after school, and community partners. We've devoted one counselor to the 9th grade. Geometry PLCs/Algebra PLCs Data Days Admin and counselor check-ins  
Weekly meetings with IC

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Admin and counseling team will take on students with more than 2 Es.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Check and connect.

# Behavior Goal

*Ensure 93% of students have behaviors NOT resulting in suspension or expulsion.*

*We will reduce the number of students suspended at Lincoln from 9.2% to 7.0%.*



## Root Cause Analysis

We are working to improve passing rates and attendance rates for our Hispanic and ML students. In order to continue improving in these metrics, we want to reduce the number of days Hispanic students are suspended, especially in our ML program.



## STEPS: how we will accomplish this goal

### ACTION STEP INTRODUCTION

Continue to look for opportunities to use restorative practices whenever possible to address discipline situations.

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Utilize parent meetings.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Training more staff in Restorative Practices.

# Extracurricular Goal

**Ensure 30% of students are enrolled in one or more extracurricular activities.**

*By the end of November, we would like to increase the amount of students participating in a sport Lincoln from 16.1% to 30% schoolwide. We would like 50% of all students to participate in a club, sport, or school activity after school.*



## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Public Relations. Here are the dates. If you are interested, here are the numbers. Get numbers from advisors for how many students came to a club. Cafeteria recruitment. Collecting data.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Public Relations. Here are the dates. If you are interested, here are the numbers. Get numbers from advisors for how many students came to a club. Cafeteria recruitment. Collecting data.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Public Relations. Here are the dates. If you are interested, here are the numbers. Get numbers from advisors for how many students came to a club. Cafeteria recruitment. Collecting data.

# Failing Courses Goal

*Ensure only 30% or fewer freshman, sophomores, juniors, and seniors are failing one or more courses.*

*We will improve our percentage of students failing one course from 37.5% last year, to 30% after the 1st semester for the 2024-25 school year.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Team will ensure all teachers are prepared to offer re-take and re-learning opportunities per the TPS grading policy. Ensure students have access to StudentVUE and guardians have access to ParentVUE. If there is a language barrier, help parents set up their ParentVUE in their language. Our team plans to invite guardians to after school sessions on how to use ParentVUE. PD on high yield strategies during our staff meetings and Data Days. We will focus on strategies that ensure grades are accurate and ensure we build student confidence.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Engage with the student around their interest to build a plan for graduation whenever a student comes through the office. Work with attendance committee to implement policies for chronic skipping.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Meet with guardians, students, counselor and other stakeholders to explore other schooling options. Tour Oakland, WSA, Bates. Offer Edgenuity courses.

# Graduation Goal

*Ensure 91% of students are on track to graduate.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our graduation rate from 89.1% to 91%. We have weekly meetings with the counseling team and frequent meetings with a senior teacher group to determine what extra supports seniors need that are off-track or falling off-track.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Best practice teaching strategies for all teachers. For our 9th grade students, our 9th grade team will be tracking those students with 1-2 Es.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Offering tutoring after school and during lunch for students. Scholar Saturdays for students.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Credit retrieval options in room 130 and on-line with Ms. Walker and Ms. Fiorini. Summer School. Our graduation specialist and Communities in Schools rep will have a caseload to monitor.

# IRC Goal

*Ensure 80% of students earn one or more industry-recognized certificates.*

*80% of student enrolled in CTE will obtain a IRC by Spring 2025*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Identify and target students that have not completed IRC's

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Allowing class time to work towards IRC

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Guest speaker tied directly to the IRC as well as field trips.

# ML Progress Goal

*Ensure 35% of students graduate from ML services or move up a level of English proficiency as measured by WIDA.*

*Decrease the amount of failed courses for ML students, improve graduation rate of ML seniors*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

ELD sheltered class, co-teaching in World History, Chemistry, and Sophomore English, Family Engagement and Belonging Nights, GLAD/SIOP training for teachers, summer learning program, credit recovery, community circles, push-in support, communication home, advocacy

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

ELD sheltered class, co-teaching classes, Family Engagement and Belonging Nights, GLAD/SIOP training for teachers, summer learning program, credit recovery, push-in, communication home, advocacy

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

ELD sheltered class, co-teaching classes, Family Engagement and Belonging Nights, GLAD/SIOP training for teachers, summer learning program, credit recovery, push-in, communication home, advocacy, attendance/BECCA meetings, individual meetings



# VANI Goal

**Ensure 100% of students have a verified acceptance letter from their next institution.**

*By increasing awareness of the VANI process, bringing on-campus visits from secondary institutions, and increasing collaboration with community partner and building staff, we will increase the percentage of students who finish VANI from 95 to 100%.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Collaborate with ELA department - Provide support during the day for students to complete the process - Bring in college and post-secondary presentations - Provide field trips to a variety of career opportunities Provide one-on-one support for people to support students

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

One-on-one meetings with students to evaluate their HSBP and determine an appropriate VANI to complete.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Leverage other stakeholders with people who have strong relationships with students (coaches, community partners, etc.

## Grade C or Higher Art Goal

*Ensure 70% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Arts GPA rate from 63% to 70% during this CAP cycle.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including RECOGNIZE EFFORT AND REINFORCE PRACTICE and PROVIDE TIMELY FEEDBACK in order to move students from dependent learners to independent learners in arts. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in arts, we will CONNECT WITH PARENTS TO DISCUSS A PLAN TOWARDS A BETTER GRADE, MORE CHANCES TO REDO ASSIGNMENTS, AND FIND MORE TIME FOR STUDENTS TO WORK OUTSIDE OF SCHOOL.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in arts, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

## Grade C or Higher CTE Goal

*Ensure 80% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our CTE GPA rate from 73% to 80% during this CAP cycle.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including 21st century skill reflections, Hands on activities and stressing the importance of attendance in all classes in order to move students from dependent learners to independent learners in CTE. If our students do not meet the standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in CTE, we will: Retakes, Revisions, and Item Corrections: We will identify any summative grades that are having a negative impact on student's overall grade, then encourage them to take a retake the following week in-class. Teacher Feedback and Late Work: Per TPS grading policy, students will be provided 10 days to make up work where they did not exhibit effort on the first attempt. Teacher feedback will be timely and detailed in Synergy to help students find success in the course. Impact of Attendance on Grades: Using the Synergy data available to us; students, parents, and teachers can directly show how attendance correlates to grades and success of students in all courses. Family Contact and Involvement: Increasing and prioritizing communication with families regarding students' progress in each CTE course and creating individualized action plans to help each student succeed and reach a C or better in the CTE course.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in CTE, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

# Grade C or Higher ELA Goal

*Ensure 72% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our ELA GPA rate from 61% to \_\_\_72\_\_\_% during this CAP cycle.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, in order to move students from dependent learners to independent learners in ELA. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency. Turn and talk T4 (talk to the text) Chalk talk Seminar Space Socratic Seminar Peer editing Notebooks Writers' workshops Revise and resubmit Visible learning Model learning and templates Sentence stems Anchor charts Pictorials Personal standards

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in ELA, we will: January Portfolio 1-on-1 conferences with students and parents Semester Incomplete contracts

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in ELA, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

## Grade C or Higher Health Goal

*Ensure 80% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Health GPA rate from 72% to 80% during this CAP cycle.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including using translation services for ML learners when needed, seeking feedback from students on relevant topics to study, and utilizing projects and Power Points for students to make their learning visible in order to move students from dependent learners to independent learners in health. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in health, we will send emails to families and students, provide opportunities for reassessment, and give one-on-one support during class.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in health, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

## Grade C or Higher Math Goal

*Ensure 55% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Math GPA rate from 47% to 55% during this CAP cycle.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including Keeping an updated gradebook, providing notes online, using classroom data to inform practice, in order to move students from dependent learners to independent learners in math. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in math, we will contact parent/guardians about tardies/absences, collecting data to group on target students with other leveled students, preferential seating and extra retake reminders.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in math, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

# Grade C or Higher Music Goal

*Ensure 80% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Music GPA rate from 78% to 85% during this CAP cycle.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including using translation services for ML learners when needed, seeking feedback from students on relevant topics to study, and utilizing projects and Power Points for students to make their learning visible in order to move students from dependent learners to independent learners in health. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in Music, we will contact families, provide time for reassessments, and one-on-one conferences with students.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in music, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

## Grade C or Higher PE Goal

*Ensure 80% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our PE GPA rate from 74% to 80% during this CAP cycle.*

### **STEPS:** how we will accomplish this goal

#### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including providing a variety of options for active engagement and connection on Free Choice Fridays, using progressive skill development with each new game or sport, having students track their own growth and development, and providing opportunities for students to build community within the classroom in order to move students from dependent learners to independent learners in PE. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

#### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in PE, we will contact families, provide time for reassessments, and one-on-one conferences with students.

#### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in PE, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.



# Grade C or Higher Science Goal

*Ensure 60% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Science GPA rate from 56% to 60% during this CAP cycle.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including GLAD Strategies, Feedback, and groupwork/independent work in order to move students from dependent learners to independent learners in Science. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in Science, we will give 1on 1 support, provide written and verbal feedback, and use targeted instruction.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in Science, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

# Grade C or Higher Social Studies Goal

*Ensure 65% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our Social Studies GPA rate from 59% to 65% during this CAP cycle.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including teaching summarizing/note taking procedures, a social studies department created annotation protocol, and student specific appropriate scaffolds and differentiation in order to move students from dependent learners to independent learners in Social Studies. If our students do not meet standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have a D in Social Studies, we will use student specific appropriate scaffolds and differentiation, directed feedback, and clear direct instruction.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have an E in Social Studies, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

# Grade C or Higher World Languages Goal

*Ensure 85% of students earn a C or better in this subject.*

*By providing specific, timely and actionable feedback on students' progress towards mastery, accurately communicating with students and families about their current level of proficiency, and by ensuring that students understand how growth and success are possible, even if they're not immediate, we will increase our World Language GPA rate from 64% to 85% during this CAP cycle.*

## **STEPS:** how we will accomplish this goal

### SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

We will utilize research-based high-yield strategies during the 1st semester, including scaffolding and differentiation of content, proof of language acquisition or comprehension through different assessments (reading, writing, listening speaking, projects, presentation), multiple assessment opportunities, providing materials that will be needed for each task (general and task specific supplies), content delivered in 90% target language, authentic materials and resources, and cultural and history of target language taught throughout unit in order to move students from dependent learners to independent learners in World Language. If our students do not meet the standard on summative assessments, we will offer reassessment opportunities after they demonstrate that they have attained a higher level of proficiency.

### SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

For students who have an E in World Language, we will work in partnership with the student, their family, their case manager and/ or multi-lingual teacher to identify appropriate accommodations or modifications, offer on-going tutoring and support, and create a plan for the student to demonstrate new levels of proficiency on priority standards.

### SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

For students who have a D in World Language, we will provide multiple opportunities to demonstrate proficiency on standard and to engage in class, provide time adjustments, chunk or break down material and communicative tasks, communicate with families and teachers to support the student and make smaller groups working with additional supports.

## Staff Goal

**Support staff SEL (social awareness or relationship skills), resulting in at least 90% positive rating on the selected Climate Survey item.**

*87% of staff is in the "blue area" (sometimes true, mostly true, often true) in response to the statement: my school is a place where people want to come to work. By creating weekly adult SEL meetings where staff can feel an increased sense of connection, intentional staff appreciation days, and organized classroom check ins - we will increase the overall number by 3% to 90% by the next Climate Survey.*

### **STEPS:** how we will accomplish this goal

#### PROMOTING SEL FOR STUDENT IMPACT

1) Have two administrators plan agendas for weekly SEL adult meetings by early October 2) Start having weekly meetings with staff, monitoring attendance and sharing positive news weekly from those meetings 3) Create a list of all staff for classroom check ins in October. Complete at least two check ins for all staff by January 4) Create staff appreciation days for October and November 5) Solicit feedback and adapt for next monthly appreciations

# Student Goal

**Implement Whole Child practices with fidelity, resulting in at least a 80% positive rating on the selected Climate Survey item.**

*Increase % positive (all three blue categories) from 70% to 80% (as well as an improvement 15% moving from sometimes true to often true or almost always true) on the climate survey item I ENJOY COMING TO SCHOOL. The blue percentages were: Almost always true--14%, Often true--25%, Sometimes true--31%.*

## **STEPS:** how we will accomplish this goal

### PROMOTING SEL FOR STUDENT IMPACT

- Build on the momentum of indoor assemblies that celebrate and honor a wide variety of students.
- Continue to keep the campus safe by having students stay on campus during lunches.
- Student recognition through post cards, students of the month, celebration to state parades three times a year.
- Honor students with "Positive Referrals" from teachers and drawings for students who are Absolutely Better Every Day.